

# SCHOOL AND COMMUNITY

VOL. XXIII

JANUARY 1937

NO. I

## FAITH

*If on this night of still, white cold,  
I can remember May,  
New green of tree and underbrush,  
A hillside orchard's mounting flush,  
The scent of earth and noon's blue hush,  
A robin's jaunty way;  
If on this night of bitter frost,  
I know such things can be,  
That lovely May is true—ah, well,  
I shall believe the tales men tell,  
Wonders of bliss and asphodel,  
And immortality.*

Hortense Flexner, in  
"The Gypsy Trail", Vol. II.



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SCHOOL OF EDUCATION

S 236  
1937

# SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association

Send all contributions to the editor.

THOS. J. WALKER, Editor:

E. M. CARTER, Adv. Mgr.

Vol. XXIII

JANUARY, 1937.

No. 1

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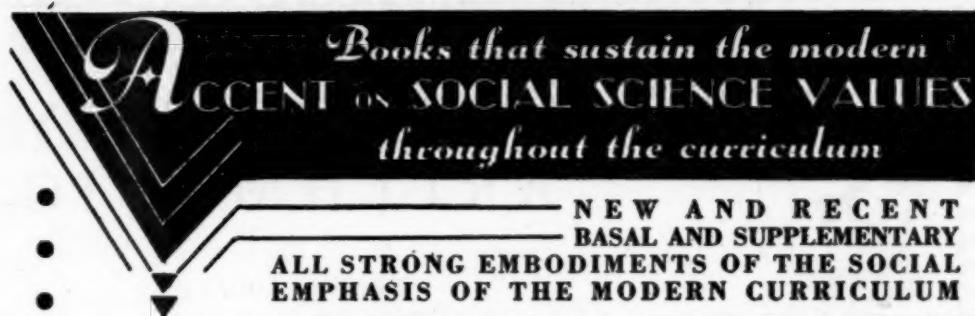
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**HAPPY NEW YEAR!** The present Gregorian calendar, named after Pope Gregory XIII, was adopted in England and the U. S. in 1752. Although more accurate than previous calendars, it is still not perfect, as solar years cannot be divided evenly into months and days.

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**ONE** of the longest words ever used was this Aztec word — *amatlocuilolitquitcatlaxtlahuilli*, meaning letter-postage, or literally "the payment received for carrying a paper on which something is written."

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## The Moral Nature of Man

From Horace Mann's Inaugural Address at Antioch  
College, 1852.

BUT BESIDES the physical and the intellectual, there is the moral nature of man,—the coronal part of our being. To this department, belong the awe-inspiring ideas of duty and destiny, and the awe-stricken sentiments of wonder and adoration. Here our contemplations rise from the mighty genius who can draw down lightnings from the lower heavens, to the hallowed genius who can draw down sanctities and beatitudes from the upper heavens. It is through moral and spiritual power that the rivers of thought and feeling are to be turned, as men now turn the rivers of water.

THE MORAL and religious part of man's nature is the highest part. Of right it has sovereignty and dominion over all the rest. Some of our faculties were bestowed for a temporary purpose. This was given for an eternal one. If the appetites govern, they bring the whole physical system to sudden ruin. But if the spiritual nature, enlightened by the intellect, governs, then the bodily system runs rejoicing to its goal. The whole scheme of creation,—man and nature,—was based upon the supremacy of the moral faculties. Let but the laws of God be understood and obeyed, and justice and love will reign over all the earth, and man will be restored to his Eden of happiness.



# EDITORIALS

## AND A HAPPY NEW YEAR.

**F**ROM THE TEACHERS viewpoint what are some of the possible events that would make 1937 a happy year?

Would you put first the passage of a Teacher Retirement Law? Such a law it is believed would remove some of the teachers' worries due to the fear of financial incompetency when age makes retirement necessary, and it is argued that such a law would improve the personnel of the profession by making its financial attraction for young people more nearly equal to other fields in which pensions are provided by voluntary action of the employing corporation, or by the action due to the operation of social security laws. The passage of such a law would doubtless contribute to making 1937 a happy year.

Would you put first the full financing of the 1931 School Law? Such action would give to the schools of the State, from State sources, something like three or four million dollars more than they are now receiving which would be approximately \$140 more per teaching unit. A part of this will, if granted, be used instead of money now raised by local taxes and thus the property owner would be benefited along with the teacher.

Or would we be made happier by the enactment of some of the other items of our Association's Legislative Objectives like a tenure law; improvement in the office of County Superintendent of Schools (better salaries,

higher qualifications, adequate funds for assistants and travel); the improvement of teacher qualification through the elimination of third grade certificates; or giving the State Superintendent authority to classify and set standards for rural schools?

Either or all of the above attainments will be an advancement for education, we believe, but neither each nor all of these objectives will guarantee an improvement unless it and they will actually improve the quality of teaching. Each is offered in the hope that its adoption would make better teachers, and so far as *public* interest is concerned, the sole consideration is, will these proposals if enacted into law insure better teaching?

## HORACE MANN

**T**HIS YEAR marks the Hundredth Anniversary of Horace Mann's coming to the secretaryship of the Massachusetts Board of Education, a board which had been newly created largely through the legislative efforts of Mann himself as a member of the Massachusetts Legislature. It is a year in which teachers should make a special study of Mann's work in the hope that they may catch something of his idealism, his vision, and his spirit of complete devotion to the improvement of human beings through the instrumentality of education.

We have come far in education since Mann as a middle-aged lawyer

offered his law library for sale with the statement, "the bar is no longer my forum, my jurisdiction is changed. The path of usefulness is open to me . . .

God grant me an annihilation of selfishness, a mind of wisdom, a heart of benevolence." We have, largely by the light of his torch, built a sentiment for public education. Through the instrumentality of teachers with ideals akin to his, with a devotion knit of the same fiber, and a faith woven of the same woof, our nation has developed a system of schools which for the universality of its influence, the number of people it reaches, the splendor of its equipment, and the total cost of its maintenance surpasses that of any other nation in this or any other period. For this super structure we are more indebted to Horace Mann than to any other single individual.

Is there a danger that we may, in the contemplation of the system, in the pride of past attainment, in the confusion that comes from the complexity of its maze of machinery, forget the spirit from which our public

school system grew and the principles which served as blue prints in its construction? There is that danger.

If and when teachers see as their primary motive something less than the improvement of humanity; if and when administrators regard their function as something else than improving the quality of instruction; if and when school boards regard their offices as a chance to do something for themselves and not as an opportunity to strengthen the whole commonwealth by refining, purifying, strengthening, and vitalizing the stream of young humanity that is constantly being injected into the arteries of the social body—if and when schools become objects in which adults seek selfish advantage instead of paths in which they may walk to fields of service with minds of wisdom and hearts of benevolence, then will the public lose confidence in schools and desert them as they have deserted even holier institutions when those institutions lost the ideals upon which they were based.

#### A NEW YEAR'S ARRIVAL

by Jean Rivinius

You're a wee, helpless babe this New Year's day—  
But this will not always be true;  
In twenty-one years, on a New Year's day,  
Things vital will rest upon you.

Then what shall we see in your mind and heart—  
So clearly reflected in deeds—  
To prove that the training in school and home  
Is all that a citizen needs?

Shall you work for Justice, Mercy and Peace—  
For Truth, that the searcher may find?  
Shall you count it a joy to obey those laws  
That were fashioned to BLESS mankind?

Can we trust your bent, your fervor, your zeal—  
Your vocation, that's just begun?  
Shall we feel a faith in the man we see  
In the hour you are twenty-one?

## Reducing "Verbalism" In Thinking on Social Questions

By John P. Dix, Kansas City, Missouri

### I. AIMS

**R**ECONIZING THE TENDENCY on the part of pupils to use civic terms without clear meanings, and "to give up" at meeting new, difficult words, the writer stressed these aims in his classes (1934-1936): (1) To reduce to a minimum the excessive "verbalism" in written and oral expression, and on the so-called objective tests; (2) To encourage vocabulary building and reading interpretation; (3) To develop the ability of pupils to see relationships, cause and effect, and conclusions; (4) To stimulate creative thinking and wholesome attitudes through clear presentation, and efficient participation; (5) To help form habits of suspending judgment, cooperating, and achieving successful undertakings for self and the group; (6) To create an interest in and ability for straight thinking, clear and unprejudiced attitudes, and behavior.

### II. PROCEDURES

**T**O ATTAIN THESE aims in the study of "Community Life and Culture" (an enriched course in Freshman Civics) several definite, concrete, and carefully developed procedures were used during the two years' experimenting with lower, higher, and average groupings of youngsters. Each of these procedures is described briefly as suggestive of what was done to achieve results.

1. True False and Multiple Choice tests with space for proof, or evidence for marking a certain way, were constructed. For example, "Heredity is our surroundings—False. It is 'false' because 'environment' is our surroundings and 'heredity' is what we are due to our ancestors." There should be two items that are close in meanings among the four or five choices on the Multiple Choice test. The pupil checks what he considers the best answer, and gives reason. This procedure tends to eliminate guessing. The teacher insisted on written and oral expression in the words of adolescent youth. If there were a need for going over and interpreting

the material together, that was done. Difficult words, reading, and concepts were developed with illustrations, examples, stories, and other devices within the comprehension of the learners themselves. A pupil can come to the front of the room and give the ideas he received from the class discussion; others may be called upon; and the teacher can contribute and clinch points. A short one-word answer test is good. In short, a socialized procedure to clinch the big ideas is effective for a time each period. On the other hand, most of the period is used for developing, enriching, and vitalizing functional materials. Don't hesitate to stop for comments and questions, interpretation and visual aids, and the query—"What does that mean in your own words?" About eight guiding and thought-provoking questions develop a discussion period. At the end of the discussion, the leader might well ask, what big ideas did he clinch?

2. A minimum list of civic words, meanings, and examples was written by the pupils and teacher together. This civic vocabulary consisted of 100 word meanings organized in ten units. One of the advantages of this vocabulary was its nature: clear-cut, simple, and concrete. For example, "Interdependence" is the depending or relying of persons on persons, nations on nations, and the like. Example, world trade, our life together." Besides the words in regular units in a Civics course, others which seemed of value were listed with meanings and examples, such as: autobiography, enriched, personality, character, materialistic, realistic, unprejudiced, participation, attitude, conduct, mental, physical, social, civic virtue, ideals, philosophy, interpretation, capacity, creative, emotion, obligation, privilege, current news.

Guiding questions to stimulate vocabulary building included: (1) List a few new words in the units that you are studying; (2) List 5 or 6 new words which you do not find in the vocabulary but you feel should be, and write each meaning in a sentence and give an example for each

word; (3) Keep a vocabulary booklet with words, meanings and examples; (4) Include anything else in your booklet, such as pictures, drawings, cartoons, and other things that help you develop your vocabulary; (5) Put in your own words. Place your list in alphabetical order so that you can find them easily. Include any special reports from Civics or other subjects. Make the booklet yours, written in your words.

3. Several reading selections with interpretative questions were mimeographed for class use. A summary of Booker T. Washington's "Up From Slavery" had these questions for interpretation and development: (1) Why should we give negroes a chance? (2) Describe something of Booker T. Washington's life. (3) Select one of Booker T. Washington's quotations and tell what you think it means. (4) What did he say meant the most happiness? (5) How did Washington feel his race would be a success? (6) Describe any fine colored persons that you know or have read about. Describe anyone of another race whom you felt to be a fine citizen. Why should we be unprejudiced toward Greeks, Italians, Jews, and others? Who are we to judge? (7) Name some outstanding negroes who are poets, musicians, athletes, etc. What qualities do these outstanding persons have that Booker T. Washington had also?

Interpretative questions on "History and Government of Missouri" consisted of: (1) Give 5 important facts to show Missouri ranks well; (2) List 8 different facts on the history of Missouri; (3) List 4 facts on the legislative department of Missouri, 4 facts on the executive, and 4 facts on the judicial; (4) Describe the Missouri Capitol building; (5) Describe what you think Congress and the General Assembly do alike in making laws; (6) Give some causes and results, for example —good location, good transportation. If the reader desires to be more definite, he could write a list of Multiple Choice, Completion, or True False test questions to check on the reading of such mimeographed selections for interpretation in attitudes and in straight thinking. Creative supervised study assignments and interpretative questions were used in biography, vocabulary, "Things influencing

our lives" (books, radio, movies, stories, incidents, conversations, etc.), interpretation of a class constitution, amendments, and activities for efficient participation and leadership development. Discussion of life problems and situations, case studies, and interpretation of pantomimes and special programs can motivate intelligent thinking on social questions. The leader should direct carefully and guide expression clearly in order to arrive at something tending toward reason which is based upon understanding and evidence rather than just "verbalism." A listing of big ideas from a real unit drawing or picture proves very effective as well as developing the habit of "summing up the idea in a nutshell."

4. Outlines in social problems (crime, health, poverty, housing, recreation, safety, handicapped) proved helpful in reducing "verbalism" in a rather prejudiced and uninformed way. Each problem was developed under the following headings as far as possible: (1) Important Statistics; (2) Conclusions; (3) Causes and Results; (4) Remedies; (5) How This Problem Touches Others. Of course, a teacher may not desire to follow these headings either before or after studying the problem. However, there is a tendency to see the problem better and interpret it more clearly when this outline is followed to some extent. Developing the outline through one problem tends to guide the method of thinking more objectively and intelligently on other social questions. This method tends to clinch and hold down the study of "Community Life and Culture" in Civics and Sociology. The writer has used outlines and comparative charts on rural life and urban life, cultures, and other vital issues. These devices work well at various levels. A teacher must go into the outlines and comparative charts less deeply at lower levels.

The guiding questions under "Housing" were: (1) Select 5 of the most important statistics in Number I of outline and tell of what importance they are to the Housing problem; (2) Select 4 of what you consider to be important conclusions in Number II of outline and tell why you consider these conclusions important to the problem; (3) Select 5 causes and 5 results under Number III of outline and

tell why you think they are causes or results. May a "cause" be a "result" or vice versa? How? (4) Select 4 remedies suggested in Number IV of outline and indicate which you consider most important and why; (5) Mention something you gain from following this outline as regards an idea not answered in questions 1-4; for example, we cannot study, understand and attempt to solve one problem without considering others. (6) What should be the attitude of each good citizen toward Housing and what can the INDIVIDUAL do about it?

5. Although there is a limit as regards the extent to which youngsters at this age (Freshman) can interpret outlines, problems, and the like, clear thinking and helpful attitudes as well as behavior can be motivated by such procedures that tend to reduce "verbalism" and mere "hot air" on vital issues. These issues deserve concrete and challenging treatment and consideration within the comprehension of boys and girls. A very few conclusions, based upon weighing of a few facts and functional materials, can go a long way toward attaining the aims listed at the beginning of this article. A checking of attitudes is interesting and profitable. Creative, unprejudiced, and vital teaching is most important in achieving worthy thinking on matters which concern all of us. Incidents, stories, illustrations, examples, and concrete approaches and means of development are basic. In short, too many "schemes" often become automatic, unchallenging, and deadening. Testing of learners and teacher must be in terms of attitudes, conduct, and what actually takes place in our life together in school and community—this is much more than just an ability to pass tests on facts and interpretation of materials. Too much "hair splitting" on meanings seems to be a fault of many "Schemes" for remedial reading, vocabulary building, etc.

#### CONCLUSION

THE WRITER FEELS that his teaching has tended to clinch ideas, attitudes, and behavior. Pupils recognize the fact that they must be clear in their oral and written expressions as well as on their tests. "Verbalism" receives little credit. Reward is given for clear-

cut interpretation, concrete cases, and ability to put ideas in pupils' own words. Of course, pupils are encouraged to see relationships and the value of the subject matter in the lives of all of us. Standardized test scores, written and oral work, and actual attitudes, conduct, and participation in class and school activities have indicated this project or procedure in reducing "verbalism" has been successful to a great extent. Occasional "essay" type tests have shown a better grasp of units, facts, and thinking in "Community Life and Culture."

A copyrighted supplementary booklet in character and citizenship was used by over 1000 students in the writer's classes as well as in the classes of: Edward L. Salmon, Lydia A. Rickart, Beulah B. Tatman, and Willa Williams. Mr. W. W. Clement, Principal of Northeast Junior High School made the experiment with the booklets possible. Interpretation of the booklet for supplementary and enrichment purposes achieved satisfactory results.

Educators should guard against words, words, words. We should make an attempt to see that our youngsters understand reading materials, oral and written expression, testing, and wholesome attitudes and behavior. Several approaches have been given in this article. The teacher can be simple, concrete, and clear-cut in his presentation. Various devices stimulate vocabulary building and reading interpretation. Much use of the blackboard, visual materials, and examples is a necessity. To SEE it, is the question—either actually or in the mind. Association of words and reading with meanings or concepts is fundamental—tie-ups by examples, happenings. In conclusion, creative teaching, supervised and directed study, controlled freedom, and participation in definite activities which get somewhere are challenging ways of intelligent thinking and acting on social questions. In brief, social intelligence is stimulated to an extent.

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## A Bird's-eye View of Education

By Ada Boyer.

### The Schoolma'am Views Education

**W**E MEASURE education by years in school. Yet the boy from the CCC camp can tell us any number of things; the farm child can unload a whole encyclopedia of useful knowledge upon us; the farmer can add a surprising amount; the banker can cap it; the doctor can add another volume; the hobo can unfold tales that leave us pop-eyed; the cook for the rich city family can give a whole evening's entertainment; and even the anaemic moron can give us information we lack. Just being teachers does not endow us with super-human knowledge.

All the degrees available will not exclude ignorance from our lives. My mother who has made soap and lye, knitted socks, dyed linsey, reared a big family, kept the chickens, raised a big garden each year, and read studiously makes me forget my college hours for hers is a better, a wider, a more normal, and much more useful education than mine has been. My brother who has been in half the states, on two oceans, in lumber camps, in car shops, in mines, in big western forests, in sailor "dumps" and Chinatown has an education that makes mine simmer down to practically nothing. Not, understand, that I hold a college education at naught; but I certainly do not consider it the beginning and end of education.

As teachers and college students, the tiny world we know in our classrooms looks up to our superior knowledge. Whether we know it or not, ours is certainly a very meager bit of information when compared with that of other professions, and infinitesimal when compared with that of the man who has traveled much, thought clearly, worked with his hands, and faced the world standing on his own merits alone.

Fiddlesticks about such a person's English! Sometimes it seems that the whole world of teachers stands listening for the "I sees" of humanity. Possessing a gigantic inferiority complex, teachers seize

upon the one thing that gives a touch of superiority and sneer at the errors of a public. It isn't how a person says a thing that counts so much as knowing something worthwhile to say! Let him murder the schoolma'am's English if he will, the man who knows and can tell it entertainingly is okey, though teachers faint at his outrageous slaughter of verbs and such!

A warped purist spends part of her life seeking errors in the speech of well-known speakers and writers. She boasts openly, triumphantly and often of correcting that King of Perfect, Expressive English, Lowell Thomas! Just plain, unadulterated stupidity that all the college degrees this side Oxford cannot remove! Any schoolma'am that knows what Lowell Thomas can cover in a fifteen minutes talk would be the eighth wonder of the world and win a big award from Ripley!

Once a Dean of Women had me on the carpet for injuring her dignity. "Haven't you finished high school?" she demanded, implying that one who had not was beyond redemption socially, morally and educationally. "Have you traveled?" I mildly admitted I had not finished high school and had not been outside Washington County! "Then you are provincial. Why, I have been across the continent seventeen times! You are simply provincial! Old as you are and not through college—never traveled! Why, I—I have been to Europe!"

Believe it or not, that is a fairly concise gist of a Dean of Women's attempt to assist a high school student who had ambition enough to finish during the summer a high school course that was interrupted by teaching. And I was then only nineteen! Would you call her education exactly finished? Would you call her an educated person? Is provincialism necessarily the mark of having stayed home? Didn't Mark Twain cull most of his material from surroundings he knew fairly well? If there is anything that can get

us badly warped, it is trying to decide we have an education and the rest of the world is ignorant.

Let the public and teachers disagree over something, and the teachers certainly make some catty remarks about the ignorance of the public, implying, as we do, that the public is a vast conglomeration of humanity boasting an average I. Q. of 70 or thereabouts. Yet our schools are back numbers simply because we refuse indignantly to admit the public knows what it wants, or has a right to have those demands met since it pays the bill. If we open our minds to the public, schools would make gigantic strides. Any boy out of the eighth grade can tell you what he needs in life. That youngster who eyed me yesterday and said, "Ah, what's the sense in square root? When'll I ever use this old stuff?" was not far from wrong. Never in all my whole be-schooled life have I used square root other than "Eighth grade—second quarter"! Let the public have at these courses of studies of ours and the non-essentials would go so fast our heads would whirl. Never doubt they would keep what is really worthwhile! We just don't give the public credit for knowing what it does know.

Ah, now, folks, I don't mean to belittle our profession. I think it tops and find some grand men and women in it. I almost strut when I attend an association and see our gang: fine, outstanding, intelligent men and women for the most part. I simply go around in a daze wondering how I got into such a group. But, honestly, don't you think we get top-heavy with education now and then? Don't you think we get rather puffed up and big-headed? Haven't you caught yourself treating humanity much as you treat the boy in Five-B who can't get his long division? The public is not so dumb as we consider it!

A long time ago, when few could read, there sprang up a great reverence for the man who could. Since he was usually the minister too, double reverence was his. We still have that hang-over from early eighteenth century—we measure a man by what he knows! In a world slightly awry, the man who does is the man who counts: but we go blithely along contending still

that we owe our respect to the man who knows—BOOKS! Break such a measuring stick! It is a memento of a past generation and will not fit our time. We have to hand our accolade to the man who DOES!

A child in school makes good grades, reads all the time, has not a whit of practical knowledge, is too absorbed in vicarious experiences to have any real experiences of his own; and we neatly label him GOOD STUDENT, give him high grades, and praise him in our attitude, if not in words. We do that because he makes our work easy. But are we giving him the right idea of what makes for a well-rounded, normally full life?

By his side is a young chap who still thinks Lincoln the second president and that adverbs and such truck are downright foolishness; but watch those slim, muscular hands of this lad? He is the man who will build our houses, put in our electric lights, connect our meters, and come up with a job, though he be dropped on the Sahara at midnight in a sand-storm! He goes over the top in peace-time and depression! He is the man who has never been out of a job! He has too much practical sense to think education comes from books; he knows jolly well it is the learning one acquires from the world. All the teaching given will not introduce "gerund" into his vocabulary; but he simply revels in "miter", "cotter-pin", "connection", "current", "counter-sunk" and such terms that vaguely hint of worlds unknown to me!

Education in books does queer things to one! A young college man said, "You know when I come home, I always talk just like the folks here, so they won't think I'm stuck-up!" Leave it for the folks at home to take any stuck-upness out of one! They wonder why he is such a dunce as to spend all that money in college and come back not talking any better than they do! He doesn't have practical knowledge enough to realize those neighbors have more education than they air to the world.

And don't the schoolma'ams spread their education when they come to the Ozarks! Ohhhh! According to some, we must use a particularly vile combination

of vowels and consonants! Far be it from me to deny what Harold Bell Wright, the world, and the teachers from away say of our English! No doubt it needs as much correcting as theirs does! I, for one, would not deny that! But any Ozarkian could enlighten the teacher on much that is more necessary in the work-a-day world than the meager bit of knowledge she has culled from books. There is more education in cutting and curing a fat porker than in any single one of my notebooks!

This article sounds plumb schoolma'amish; doesn't it? Perhaps, with apologies to Scrooge, this is merely a bit of undigested beef or a blot of mustard; but I think it is an outburst of resentment over

having to spoon-feed education in books to boys who long for wheels, bolts, screws, engines, and what not! It comes of failing to understand stray remarks of the doctor, simple explanations of the garage man, chance comments of the plumber, after-supper yarns of the neighbor lad who has driven a truck all over the mid-west, and of having to stand stupidly by while someone explains very carefully the mechanism of—a Jew's harp.

Or maybe it is because this sentence popped out of a book eight months ago, and stuck quivering into a very tender spot: "Those who can, do; those who can't, teach!" Try mulling over that for a few weeks and see what it does to you!

<b>Articles of Lasting Interest</b>	<b>The Magazine World</b>	<b>Condensed by Wilfred Eberhart, Ohio State University</b>
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... An ex-teacher makes a low assessment

**WHAT IS A TEACHER WORTH?**

J. R. Boyd

Condensed from the *Forum*,  
December, 1936

I have been a pupil, a teacher, and an observer of education on the sidelines. In college I was fascinated by the sciences and I was anxious to transmit this enthusiasm. During the five years I spent teaching science in high school I discovered that my pupils, on the whole, did not know anything at all about what they had presumably studied. Errors, mistaken ideas, blank ignorance, total lack of any real understanding—it was incredible. The same was true of their work in other classes. They could not spell; they could not write decent English; they could not understand percentage or solve problems involving nothing but simple proportion; they could not actually read or speak any foreign language they had studied.

The average person is capable of learning, yet he does not learn anything in school. Why? I believe it is because the subjects he is asked to study are in no

way related to his actual life. Is there one person in 100,000 who cares whether *utor* takes the ablative or the ablative takes *utor*? Do you actually know one person who uses cube root or quadratic equations in his daily business, or a radio listener who cares two whoops what a radio wave or vacuum tube is, or a house-wife who is solicitous as to whether Alexander conquered Darius or Darius conquered Alexander? The answer is no, but we have assumed that it is yes. The people into whom we have tried to ram all this knowledge have no use for it and, therefore, no interest in it. This situation obtains as regards about 99 per cent of the curriculum.

If all the information passed out in school were of transcendent value, it would follow that school teachers, being the repositories of this wisdom, would themselves be outstanding people. I have known many teachers and they are not first-rate people. They vary from third rate to tenth rate. They have no genuine interest in their subjects themselves. When for any reason they chuck their jobs, they chuck their subjects also. This

was more or less true in my own case. Society paid me a total of \$6,300 for the five years I taught. Society was robbed. I was overpaid. And so are most teachers.

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. . . John Dewey asks for a new authority  
AUTHORITY AND FREEDOM

John Dewey

Condensed from the *Survey-Graphic*,  
November, 1936

The last four centuries have displayed an ever-increasing revolt against authority, first against the dominant institutions of Church and State and then against the principle of authority itself. The final result was a social and political philosophy which questioned the validity of any authority that was not the product of the conscious wants of individuals in their private capacity; a philosophy which took the form of laissez-faire in economics, and individualism in other affairs. The aftermath is the present scene of confusion, conflict, and uncertainty.

There is a profound human need for an organic union of freedom and authority. The pathos of the collective life of mankind on this planet is its exhibition of the dire need for some authority. The institutional forms in which authority has been embodied in the past, however, were hostile to change. They restricted innovations—and succeeded only in damming up social forces until eruptions of great, catastrophic change occurred. It is evident that there must be a different type of authority today that will provide for both stability and change.

The resource that has not yet been tried on any large scale in the broad field of human relationships is the utilization of organized intelligence, the value of which has been demonstrated in the narrower field of science. Collective intelligence, as exemplified by the application of the scientific method, has become authoritative in the physical sciences. The great task of our times is to extend the range of its application to political, economic, and moral issues. Only thus will the problem of the relation of authority and freedom, stability and change be solved.

. . . How the Federal Government aids the underprivileged

BUILDING FUTURE CITIZENS

Edward Lawson

Condensed from *Parents' Magazine*,  
December, 1936

A few years ago millions of children nodded weary little heads in our American schools and failed to learn because the throbbing ache of empty stomachs dulled their minds into a tortured lethargy. At the same time hundreds of tons of foodstuffs went to waste because, apparently, there was no market for them. Today the W. P. A. provides a hot lunch for nearly two million underprivileged youngsters, mostly from families on relief.

The results are almost everywhere apparent, not only in gains in weight, robustness, and general physical health, but in increased mental alertness and improved classroom work as well. Attendance at school has likewise picked up. In one small elementary school in Tennessee, for example, attendance had dropped to seven pupils, and the school was faced with closing. A hot lunch program sent attendance soaring to thirty-seven—more than enough to keep the building open. One little girl shyly handed this note to her teacher: "I am written thes few lines to let you all know that I enjoy my dinnie just find, so i hope that you will continue to give us dinnie."

For children of low-income families who are too young to enter the first grade, day nursery schools have been established in many states. Teachers supervise not only the child a training in wholesome work and play, but also his diet, his rest periods, and his general physical welfare.

In a number of states special programs have been worked out for the care and treatment of crippled children under sixteen, and recreation projects have been started in playgrounds for healthy children.

The social advantages of this work are incalculable. Criminal activity is prevented and underprivileged children are given the chance to develop into responsible citizens.

**... An indictment of school grades  
I WAS A TEACHER IN THAT SCHOOL**

Motier Fisher

Condensed from the  
*National Parent-Teacher Magazine*,  
December, 1936.

When Tubby hanged himself from the rafter in an old deserted barn because of the mark of failure on his report card, the principal took out the pink record sheet which had been made out for Tubby when he entered the first grade seven years before. The card showed an average standing of D for the first grade. Other teachers had found no reason to change this rating. The principal looked thoughtfully at the card and said:

"Well, it looks as though the teachers all agreed that poor Tubby was a failure from the beginning. At least we can't blame ourselves for this tragedy."

He pulled out from his files Tubby's record on an intelligence test. Then he gave a low whistle. The test showed that the boy had been above the average in his

grade in intelligence. He was characterized, however, as "extremely retiring; in poor physical condition; needing encouragement."

Now, I was a teacher in that school. I was one of the teachers who had rated him D. Why? Our school followed a "grade curve" which called for a balance of A's and D's. There were forty children in my grade and so inhumanly much was expected of the teacher. There was no time to encourage Tubby; there was no way of deciding accurately whether he deserved a D or a C. But the previous teacher had rated him D. . . .

Tubby's case has been duplicated thousands of times, if not in suicide, then in social disintegration. What should be done about it?

One of the first things is to get rid of the antiquated, artificial grading system. There are other ways—tried and successful—to stimulate children and only an indifferent administration will fail to seek these better ways.

## The Activity Program in a Small High School

Alice Bailey, Principal, Alma High School

**I**N MANY small high schools extracurricular activities are rather poorly organized. As a result of this lack of organization, they frequently fail to serve effectively the purposes for which such activities were planned.

In the Alma, Mo., High School last fall a new organization of extracurricular activities was effected, the purposes of which were to promote interest in these activities, to give credit for pupil participation, and to provide opportunity for the development of initiative and executive ability. As this experiment seems to be working rather well, the plan may be of interest to the faculties of other small high schools.

All of our activities are under the supervision of a Student Council, composed of representatives elected from the four classes and from each school organization—clubs, orchestra, chorus, editorial staff. This group has a president and a secretary. Meetings are held once each month; special meetings, when called by the president or by the faculty sponsor, who was appointed by the superintendent.

The purpose of this group is to sponsor the regular school activities and to plan and supervise special projects.

As a means of accomplishing, in part, the purposes for which the new organization was effected, the Council devised an all-school contest, which will close in the spring. This contest provides for competition among individual pupils and also between two teams. Pupils are given credit for participation in school activities by a point-system, which awards a fixed number of points for each activity. At the close of the contest the pupil having earned the greatest number of points will be declared the year's Honor Pupil; his name will be engraved on a plaque, which is to be large enough to accommodate several name plates for future winners in similar contests.

For group competition the student body is divided into two teams, each having a leader, who was elected by the group. When the contest closes, the points earned by the members of each team will be totaled to determine the winning team. The winners will be entertained by the losers.

The point-system provides credit for the following regular activities and for such special projects as the Council may plan from time to time: members of the basketball team; members girls' pep squad; honor student each quarter; perfect attendance for a quarter; member of the chorus, the orchestra, and the editorial staff; participation in class plays; participation in school programs; county and district contestants; most courteous boy and girl; boy and girl having best posture; and boy and girl making best appearance (judged on cleanliness and neatness). In all cases where a choice is necessary, the faculty nominates each quarter three pupils from each team as candidates. The student body then votes by ballot on these nominees.

The record of points earned is kept by a secretary from each team, who records on a cardboard placard the points earned by each pupil for each activity listed.

To provide for assembly programs the Council appoints committees to plan and produce the programs which are presented every third week. These committees are appointed for a semester, and each is assigned a date for its program. Each program must be approved by the Coun-

cil's faculty sponsor.

Among the special projects which the Council sponsors is the observance of special days and weeks. Through committees appointed by the Council the school celebrated National Book Week, November 15-19, with two book displays, a book-jacket contest, and a costume party, at which all pupils were dressed to represent a character in fiction.

The next project will be Courtesy Week, during which time there will be class discussion of good manners and an assembly program in which "Things as They Are" and "Things as They Should Be" will be dramatized.

This program has produced a number of gratifying results—it has been responsible, the faculty believes, for an increased interest in school activities this year and better daily attendance. It is teaching co-operation and developing executive ability, initiative, and a sense of responsibility; it provides opportunity through assemblies and other programs for the recognition of worthy achievement; through a greater number of activities as well as through better programs, the plan is bringing an increasing number of patrons into contact with school activities.

## The Importance of the Elementary School Club

Jno. L. Crook.

A WELL DIRECTED club in the elementary school can be a vital factor in disciplinary control as well as growth in parliamentary practice, public appearance, school spirit, co-operation, and other desirable traits.

During the past four years in our school of about four hundred pupils there has been no need of corporal punishment; and during the same length of time many visitors have remarked, "What a courteous and well behaved group of pupils." Much of this praise is due to the work of the club in our school.

Before a club of this kind will progress successfully it must be sponsored and directed by one who will stay on the job and have the interest of the children at heart. At the same time he or she must make the pupils feel as if they are doing the work.

About five years ago the writer of this article, who is principal of the Ott School, Independence, Missouri, felt an urge to organize a school club. He explained to the pupils of the third, fourth, fifth, and sixth grades his ideas and asked those interested to meet with

him directly after school. He and the club idea both being new to that school, only fourteen stayed; but a club was organized. Since then the club has expanded and become such an interest that the annual membership averages seventy-five. The group became so large the second year that the third grade had to be excluded. Because of its work the club still allures a number from the seventh and eighth grades of the Junior High School eight or ten blocks away who come after school each week to their "Alma Mater." A limit had to be put to the membership from those who leave our sixth grades. The club meets each Friday afternoon from three-fifteen until about four.

At the beginning of each semester the club is reorganized so that the offices may be passed around. The officers are: president, vice president, secretary-treasurer, chaplain, historian, sergeant-at-arms, door keeper, and program chairman. Committees, such as program, health, safety, and cleanliness, are appointed by the president. The president pre-

sides at each meeting and calls for reading of minutes by secretary, Bible reading by chaplain, unfinished business, new business, and program. The program chairman takes charge of calling the numbers of the program which she and her committee of three have previously prepared. After the close of the program a motion for adjournment is made. The entire meeting is carried on with correct parliamentary procedure.

The program is composed of: vocal choruses, quartets, duets, and solos; readings; citizenship talks by pupils; and instrumental numbers. Occasionally teachers and others are called upon to give inspirational talks or music. Last year the club furnished the Christmas program, and crowning of the May Queen, for the entire school and visitors. Parents are invited to listen in at any meeting. Members of the club must publicly introduce their guests.

To become a member a pupil must first read the rules, which are posted on the hall bulletin board, and then make oral application to the principal. He then visits the next meeting and if still impressed will ask to have his or her name presented. At the following meeting the principal presents the name; and while the candidate is absent from the room, the club votes. If voting unfavorable, which is not often, he is told by the principal what requirements are lacking and asked to apply in a few weeks. If favorable, he is brought to the front of the room, the rules are read to him, and he promises to try to obey them. He then makes a short speech of acceptance.

If by chance a member does not try to obey rules, he may by two-thirds vote be suspended or expelled, or called into executive conference and given probation.

Only once has a member been expelled during the five years. A very few have at times been on probation. The pupils are trained not to tell how any votes are cast.

The only scholastic requirement is an average grade. In a grading system of E-S-M-I and F, for every I on the grade card an S must also appear. If grades fall the member must remain absent from club until work improves.

The rules for membership are:

1. Be polite—Give thanks for favors received—use "Excuse Me," "Pardon Me," and other courteous expressions.

2. Be neat and clean—Keep self and language clean.

3. Be trustworthy—Develop honor—Keep quiet if teacher is absent from room.

4. Be appreciative—Pass on to others praise for your school, classes, club, teachers, and friends.

5. Be studious—Work to make grades higher than they were when you entered.

6. Behave—Do not run in halls or up and down steps, or do things you know are wrong.

7. Be cheerful.

8. Take part on the program at least once a month.

If a member forgets one of the above rules one of his friends will kindly and courteously remind him of his short-comings. Even a pupil who is not a member and who might cause a disturbance in school will improve rapidly in behavior. He either wishes to earn a place in the club or else he does not desire to face the disapprobation of his classmates who make up the great majority. Our discipline problems come mainly from new pupils who have not become adjusted. Of course a few of the stronger and brighter pupils do not join the club but this number is small each year.

Our club was first named, "Ott School Leaders," but when we moved into a new building last fall the club name was changed to, "New Ott Leaders," or N. O. L. Club. Another thing that urges growth in right doing is the fact that the members who do harder and better work for the club and school and who make an S average in grades may become, "New Ott Winners," a higher step in the club. Ten or twelve each year reach this second step. Any pupil has the chance to receive this honor so no jealousy is shown. Other ideas will be adopted from time to time as they are needed.

To avoid class distinction no dues are collected. The rich and poor have equal chances. Neither do the E pupils control the club.

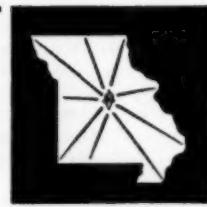
If a principal really wishes to do a permanent and fruitful piece of work here is the chance. He must keep on the job, know what is going on, and keep a guiding hand moving carefully. During the past five years I have missed only four of the meetings. I have felt justified for my hard efforts by remarks from patrons, friendship of pupils, and the evidence of the rapid growth in ideas and ideals in the hearts, minds, and souls of the pupils.

#### WHAT THE CHILDREN HEAR

Confusion in the minds of children as to words they hear is a continual source of amusement. Here are a few! In the Lawson school there is a "Lawson found" box; in several schools, Marshfield Avenue is generally known as "Marshall Field" Avenue; the Horace Mann school is thought to be the "horse man"; little children go to the "kidding garden"; they have the "ear egg"; and in the national anthem, instead of "through the perilous fight", they sing "through the parent's last fight." One child, hearing that the school nurse was a trained nurse, wanted to see her do some tricks. Another said to her teacher that on the stairs she was reported by the "thermometer." And still another, when told that a friend had died and gone to heaven, said that the friend had died and gone to Evanston.—Exchange.



# STATE DEPARTMENT OF EDUCATION



## UNITS ON SAFETY EDUCATION

IN the November issue of SCHOOL AND COMMUNITY we published some unit material on Safety Education. These units are being provided for those high schools that may wish to give a definite course for credit in Safety Education. The State Department of Education will approve one-half unit of high school credit for this course. The units will be published from month to month in SCHOOL AND COMMUNITY until the entire course has been presented. It is the hope of the State Department that many high schools will offer this course for credit during the second semester this year.

The materials are being prepared for the State Department of Education by Dr. E. A. Collins of the State Teachers College at Warrensburg.

### UNIT IV (Continued)

- C. How Can Traffic Accidents be Avoided?
  - 1. Precautions for the driver
    - a. Speed in relation to
      - 1. Experience, physical ability and nervous disposition of the driver
      - 2. Condition of road
      - 3. Light conditions
      - 4. Traffic conditions
      - 5. Mechanical efficiency of car
    - b. Keeping on right side of road
    - c. Passing cars
      - 1. Visibility of way
      - 2. Passing street cars
      - 3. Passing on wrong side
      - 4. Signaling
      - 5. Cutting in
    - d. Observing right of way
    - e. Attention to parking car
    - f. Attention and courtesy to pedestrians
    - g. Turning right or left
    - h. Backing
    - i. Parking car
    - j. Consciousness of traffic hazards
    - k. Learning to adjust to various conditions of visibility, types and condition of roads and volume and speed of traffic
    - l. Grade crossings and other special hazards
    - m. Personality and character traits essential for drivers
      - 1. Attention
      - 2. Alertness
      - 3. Patience
      - 4. Calmness
      - 5. Carefulness
      - 6. Self-control
      - 7. Others
    - n. Other precautions

- 2. Precautions for the pedestrian
  - a. In crossing streets at intersections
    - 1. Observing signal
    - 2. Observing traffic
    - 3. How to get to diagonal corner
  - b. Avoid crossing between intersections
  - c. Waiting for street car or getting off street car or other vehicle
  - d. Dangers in "safety zones"
  - e. Danger of playing or working in street or roadway
  - f. Coming from behind parked car
  - g. Walking along country roads
  - h. Awareness of traffic dangers
  - i. Understanding the difficulties and handicaps of the driver
  - j. Others
- 3. Precautions in regard to mechanical efficiency of motor vehicles
  - a. Periodic checking of
    - 1. Brakes
    - 2. Lights
    - 3. Steering mechanism
    - 4. Tires
    - 5. Motor
    - 6. Horn
    - 7. Windshield and wiper
    - 8. Mirror
    - 9. Others
  - b. State and local public safety departments
    - a. Work of police officers
      - 1. State
      - 2. Local
    - b. Traffic regulations
      - 1. Official traffic signs and signals
        - a. In cities
        - b. In rural districts
        - c. Adjusting to various systems
      - 2. Traffic laws and safety zones
      - 3. Speed laws
      - 4. Signals required of driver when
        - a. Turning left
        - b. Turning right
        - c. Stopping
      - 5. Right of way at intersections
      - 6. "Hitch-hiking"
      - 7. Passing street cars and vehicles
      - 8. Miscellaneous regulations
    - c. Special requirements for drivers
      - 1. Physical Examinations
      - 2. Driver licenses
      - 3. Car licenses
      - 4. Insurance
    - d. Penalties for violations and methods of dealing with offenders
  - 5. Work of the national government
  - 6. Work of special agencies
    - a. Railroad companies

## SCHOOL AND COMMUNITY

- b. Automobile associations
- c. School safety patrols
- d. Insurance companies
- e. National Safety Council
- f. Other organizations
- 7. Increased efforts of automobile manufacturers to make cars safer
- 8. Increased safety in highway construction.

## Suggested Activities

1. Survey your local community and determine what is now done to insure traffic safety. What else could be done?
2. Visit the police or safety department in your community and learn the number of traffic accidents that have occurred in your community during the past few years.
3. To what extent are you responsible for traffic safety in your community? What can you do?
4. Debate, or discuss in open forum:
  - a. The national government should pass a law to make traffic signals and signs uniform throughout the country.
  - b. The national government should pass a law forbidding the manufacture, sale or purchase (except for police officers) of motor vehicles with a maximum speed of over fifty miles per hour.
5. In your opinion what is the best way to reduce the number of traffic accidents?
6. Visit a garage or an automobile agency and ask the manager to point out to you the parts of a car and show the relation of each part to safety.

## Bibliography

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2. *Safe and Sane Use of Highways*; Allen, Thomas; E. M. Hale and Co., Milwaukee.
3. *The Safe Walker's Memo Book*; Metropolitan Life Insurance Co.
4. *Good Driving*; National Safety Council, Park Avenue, N. Y.
5. *Control*; John Hancock Mutual Life Insurance Co., Boston.
6. *We Drivers*; General Motors Corporation, New York City.
7. *How Safely Do You Drive and Walk?* The Travelers Insurance Company, Hartford, Conn.
8. *Highway Safety Test*; Travelers Insurance Co., Hartford.
9. *How Good a Driver Are You?* Travelers Insurance Co., Hartford, Conn.
10. *Accident Facts*; National Safety Council, 20 N. Wacker Drive, Chicago.
11. *Safety Teaching*; National Safety Council, N. Y.
12. *Getting Away With Murder*; American Magazines, Sept., 1935.
13. *They Call Us Civilized*; Travelers Insurance Co., Hartford.
14. *A Course of Study in Highway Safety Education*; Dep't of Education, Bulletin No. 10, 1935, Commonwealth of Massachusetts. Contains excellent bibliography.
15. *Live and Let Live*; Travelers Insurance Co., Hartford, Conn.

- 16. U. S. Bureau of Census.
- 17. World Almanac.

## UNIT V

## Accidents and Safety in the Home

## Aims

1. To know the extent and causes of accidents in the home
2. To acquire a consciousness of the common hazards in the home
3. To develop habits of thinking and doing that will help avoid accidents

## Subject-matter Outline

- A. Number of accidents in the home annually
  1. Fatal
  2. Non-fatal
- B. Economic cost of home accidents
- C. Common causes and types of accidents in the home
  1. Falls
  2. Fires
  3. Explosions
  4. Burns and scalds
  5. Poison
  6. Firearms
  7. Electricity
  8. Asphyxiation and suffocation
  9. Cuts, bruises and infections
  10. Tools and machinery
  11. Other causes
- D. Precautions that should be taken to avoid accidents in the home
  1. Falls—precaution in regard to—
    - a. Steps and stairways
    - b. Floors and rugs
    - c. Porches
    - d. Doors and windows
    - e. Ladders
    - f. Chairs
    - g. Bed
    - h. Icy or wet walks
    - i. Bathroom
    - j. Use and care of toys and other objects that may cause falls
    - k. Walking in dark
    - l. Falling objects
    - m. Other precautions
  2. Fires and explosions—the care and use of
    - a. Chimneys and flues
    - b. Stoves, stovepipes and radiators
    - c. Fireplaces
    - d. Lamps and lanterns
    - e. Matches
    - f. Smoking
    - g. Steam and hot water
    - h. Acids and other chemicals
    - i. Gasoline, kerosene and benzine
    - j. Fireworks
    - k. Electrical equipment and wiring
    - l. Rubbish and trash
    - m. Gas
    - n. Other precautions
  3. Cuts, bruises and infections—precautions in regard to
    - a. Tools and sharp instruments
    - b. Machinery
    - c. Nails, tacks, pins, etc.
    - d. Broken glass
    - e. Wire

- f. Closing doors and windows
  - g. Other precautions
  - 4. Asphyxiation and suffocation—precautions in regard to
    - a. Carbon monoxide
    - b. Fuel gases
    - c. Smoke
    - d. Other precautions
  - 5. Poisons
    - a. Use
    - b. Safe storage
  - 6. Firearms
    - a. How to carry and handle.
- Suggested Activities**
1. Make a careful inspection of your home and report the hazardous conditions which you found. What have you done to eliminate the hazards?
  2. Report to class cases of accidents that have happened in homes of your community. What were the causes and how might they have been avoided?
  3. With the aid of your class make a list of articles that should be included in a home medicine cabinet. A first aid kit.
  4. Construct a chart to show the number of home accidents from various causes in the

- United States last year.
- 5. Compare the number of deaths due to home accidents with the number due to traffic accidents and various other causes.
- 6. Prepare articles for your school paper or for a local paper to inform your community in regard to hazards in the home.
- 7. Make talks to other rooms in your school on the subject, "Playing Safe at Home."

#### Bibliography

1. *Bulletin 1027 Group Discussion Material on Accident Prevention in the Home and on the Farm*; American National Red Cross, Washington, D. C.
2. *Injuries in the Home and on the Farm*; American National Red Cross, Washington, D. C.
3. *Accident Facts*; National Safety Council.
4. Stratton, S. W.; *Safety in the Household Department of Commerce*. Bureau of Standards No. 75, 1918, Washington, D. C.
5. *Safe Use of Gas in the Home*; National Safety Council.
6. *First Aid*; American Red Cross.
7. *What to Do in Case of Accident*; 1928, U. S. Public Health Service.

## The Missouri State Fair, August 21-28, 1937

### Educational Department

#### Premium and Classification List

The following comprise the list of items on which premiums are to be offered at the Missouri State Fair for 1937 for the rural, elementary, and high schools of Missouri. The exact premiums to be offered for each class is not stated at this time, however, we have reason to believe they will be very attractive and that teachers and pupils of the public schools of Missouri will be amply paid for the efforts put forth in preparing their exhibits.

We hope you will begin at once making plans for your exhibit at the State Fair. Last year, the school exhibits probably exceeded that of any previous year. We hope they will be even greater this year.

In addition to items already herein mentioned, we hope to be able to add additional attractive features for this Department later on.

Please keep this issue of the School and Community for future reference.

A. F. Elsea, Superintendent  
Educational Department  
Missouri State Fair.

#### General Regulations

In compiling this premium list for the Educational Exhibits of the Missouri State Fair, a very definite effort has been made to list items and activities which will naturally grow out of regular school work. An effort has also been made to encourage group rather than individual competition. With a few exceptions, each exhibit should represent the work of the group of several individual pupils and usually

of more than one grade. While the intrinsic value of the premium is not the chief end in view, the amount offered is sufficient to serve as an incentive for a worthwhile exhibit and to help pay the expenses of transportation and of placing the exhibit.

**PURPOSES:** The purposes of the Educational Exhibit of the Missouri State Fair are:

1. To present to the people of Missouri and to visitors from other States a collective representation of the work done in Missouri schools.
2. To serve, through friendly competition, as an incentive to a higher type of school work.
3. To give to teachers and to other school people visiting the State Fair, suggestions for improved teaching.

#### Regulations

**COLLECTING and ENTERING EXHIBITS.** Any school desiring to enter an exhibit should write Mr. A. F. Elsea, State Department of Education, Jefferson City, Missouri, before July 1, stating the approximate number of entries, size of the exhibit and approximate amount of space required for the exhibit. Also a statement should be made as to whether someone will accompany the exhibit or be present to put it up. A tentative assignment of space will be made about August 1.

Exhibits marked "For Educational Building" may be sent to Charles W. Green, Secretary, Missouri State Fair, Sedalia, any time after June 7, 1936, where they will be stored until the opening of the Fair. Proper duplicate entry tags will be issued to the teachers,

## SCHOOL AND COMMUNITY

principal or superintendent submitting such exhibits. When the exhibit is sent, a list showing the nature of the exhibits and the classes and groups entered should also be sent to Mr. Green, so the entry tags may be made out and returned to the exhibitor. Freight or express charges must be prepaid. Entry blanks for this purpose will be furnished by Mr. Green upon application. By special arrangement, exhibits will be returned by C.O.D. express. County Superintendents are urged to collect exhibits from the rural schools of their respective counties. These exhibits should be collected before the close of school and held until they are sent to Mr. Green. Thus all the exhibits from the rural schools of a given county will be received and listed at the same time. Only the best work of the school should be sent. A local preliminary exhibit or, better still, A COUNTY ACHIEVEMENT DAY, from which the best materials are selected, will be very helpful in selecting articles to be sent to the Fair. Before material can be entered for exhibition by a school, a statement by the teacher must accompany the entry list, certifying that the work has been done in accordance with the rules prescribed. The following form is to be used:

**EDUCATIONAL EXHIBIT CERTIFICATE**  
-----, Mo., ----- 1937  
I hereby certify that the work submitted from  
----- School, ----- County,  
has been done by regularly enrolled pupils of  
the above school during the school year of  
1936-1937 in accordance with the rules pre-  
scribed for the Educational Exhibit, Missouri  
State Fair.

Teacher  
All classes, anyone or any number of classes, may be entered, but no school, grade or department can make more than two entries for any one premium. Extra articles can not be displayed. Exhibit only those which are properly entered and classified. This requirement does not exclude background material which may be used for decorative purposes and other items which are herein suggested. **ENTRIES IN THIS DEPARTMENT CLOSE AT 9 O'CLOCK THE OPENING DAY OF THE FAIR.** All exhibits not in place by eleven o'clock the opening day of the Fair will not be considered. Each specimen of work must bear the name, grade, and age of the pupil, name of the teacher (or exhibitor), school, and county, also the section and class under which the article is to be exhibited.

This information must be placed on the exhibit where judges can see it without taking down the exhibit. It is expected that the school exhibits will be taken from the regular work of the year and that the display represent the legitimate product of the regular exercise of the school. All flat articles, such as maps, drawings, booklets, collections, must be properly mounted by the exhibitor. Heavy cardboard or heavy paper of neutral color is suggested for mounting. Exhibit cards should be approximately (not required) 21" x 28".

Schools sending collective exhibits are expected to have a representative at the Fair to arrange them properly. If for some reason it is impossible for the exhibitor to come or send a representative, definite arrangements should be made before the opening of the Fair with the Superintendent of the Educational Department for someone to put up and care for the exhibit. Single entries will be taken care of by those in charge of the department and will be placed in booths set aside for miscellaneous collections. Posters, placards and circulars giving information concerning a school, the work of the school, or the specific exhibit adds to the interest and value of an exhibit.

**EXHIBITS WILL BE JUDGED ON THE FOLLOWING POINTS:**

1. Conformity to work outline for the year by State Courses of Study.
2. Originality.
3. Neatness.
4. Attractiveness.
5. Workmanship.
6. Educational value.
7. Conformity to principles of art.

**SECTION A**

**RURAL SCHOOLS**

The term Rural School is used to represent the eight elementary grades of any school under a three-director organization. One-room schools in consolidated districts will exhibit their work in Section B or C. Two entries from each county in all classes are permitted in this section.

**AGRICULTURE**

Class	1st	2nd	3rd
1	Set of 4 posters illustrating any unit of study in agriculture outlined for the year 1935-1936.		
2	Chart or booklet illustrating different Missouri crops and soils.		
3	Chart or booklet illustrating different Missouri farm animals.		
4	Chart or booklet illustrating different methods of farming.		
5	Agriculture notebook covering work of the year.		
6	Class project in agriculture.		

**ARITHMETIC**

Class	1st	2nd	3rd
7	Collection of at least 10 arithmetic papers by not less than 5 pupils representing the work of at least 5 grades in the school. Each paper should contain at least 3 original, concrete problems with solutions. Work should be neat, accurate and correctly placed on page. Papers from the lower grades should be in pencil or ink.		
8	Collection of not less than 4 individual charts showing improvement in fundamental processes. Grades 1-8. Display only. No premium except honorable mention.		

**ART**

Class	1st	2nd	3rd
9	Collection of free-hand pencil drawings from all grades, at least 2 from each grade in school.		
10	Group of four-border or surface designs in color. Any medium.		
11	Group of 4 posters showing harmonious use of color in house furnishing.		
12	Group of at least 3 posters showing harmonious use of color in women's (girls') and men's costumes.		
13	Collection of not less than 3 nor more than 6 mechanical toys.		
14	Collection of woodwork from one school, not to exceed six pieces.		
15	Collection of hand sewing from one school, not to exceed six pieces.		
16	Exhibit of clay modeling to illustrate some lesson unit, grades 1-4.		
17	Collection of water color pictures, at least 2 from each grade in the school.		

- 18 Set of at least 4 picture study booklets based on the 10 pictures selected for study in 1935-36.  
 19 Set of 4-story illustrations of some story read during the year. Any medium. Grades 1-4.  
 20 Set of 4 illustrations of some story read during the year. Any medium. Grades 5-6.  
 21 Set of 4 illustrations of some story read during the year. Any medium. Grades 7-8.

**ELEMENTARY SCIENCE**

- |  | 1st | 2nd | 3rd |
|--|-----|-----|-----|
| 22 Collection (in poster, booklet or notebook form) of Missouri wild flowers, giving name, locality, where found and short description of each.            | 1st | 2nd | 3rd |
| 23 Collection of leaves showing Missouri trees.  | 1st | 2nd | 3rd |
| 24 Collection of wood showing Missouri trees.  | 1st | 2nd | 3rd |
| 25 Collection (in poster, booklet or notebook form) of pictures of wild birds found in Missouri, giving brief description of each, habits and where found. | 1st | 2nd | 3rd |
| 26 Collection (in poster, booklet or notebook form) of pictures of Missouri wild animals, giving short description of each, habits and where found.        | 1st | 2nd | 3rd |
| 27 Collection of 3 models showing fundamental principles of mechanics (e. g., practical application of lever, block and tackle, electric bell).            | 1st | 2nd | 3rd |
| 28 Exhibit of complete unit of work in elementary science.   | 1st | 2nd | 3rd |

**ENGLISH**

- |   | 1st | 2nd | 3rd |
|---|-----|-----|-----|
| 29 Illustrated poem studied in C Class. Poster or booklet. Any medium.  | 1st | 2nd | 3rd |
| 30 Illustrated poem studied in B Class. Poster or booklet. Any medium.  | 1st | 2nd | 3rd |
| 31 Illustrated poem studied in A Class. Poster or booklet. Any medium.  | 1st | 2nd | 3rd |
| 32 Original poem of not fewer than eight lines.   | 1st | 2nd | 3rd |
| 33 School paper (all issues).   | 1st | 2nd | 3rd |
| 34 School diary.  | 1st | 2nd | 3rd |
| 35 Collection of four "Good English" posters.   | 1st | 2nd | 3rd |
| 36 Collection of compositions containing an article on each of the following subjects: Plans for beautifying your school year; Favorite author or book; Humorous event at school; A thrilling experience; Value of good health. | 1st | 2nd | 3rd |
| 37 Collection of 4 types of letters (e. g., business, friendly, formal and informal notes) Grades 5-6.  | 1st | 2nd | 3rd |
| 38 Collection of 4 types of letters (e. g., business, friendly, formal and informal notes) Grades 7-8.  | 1st | 2nd | 3rd |

**HEALTH EDUCATION**

- |  | 1st | 2nd | 3rd |
|--|-----|-----|-----|
| 39 Set of at least 4 posters illustrating Health Rules, Six and Nine-Point Children, or School Sanitation.   | 1st | 2nd | 3rd |
| 40 Collection of 3 Health notebooks containing notes, pictures, illustrations, clippings, health stories, 2 weeks, menu for hot lunch in rural schools, etc. | 1st | 2nd | 3rd |
| 41 A collection of three note books containing pictures, illustrations, clippings, health stories, etc., on sanitation in the school and in the home.        | 1st | 2nd | 3rd |

**MUSIC**

- |   | 1st | 2nd | 3rd |
|---|-----|-----|-----|
| 42 Collection of pupil made band instruments.   | 1st | 2nd | 3rd |
| 43 Collection of four music notebooks, covering correlation as suggested in the Course of Study for Elementary Schools, including a poster showing instruments of the Symphony Orchestra. | 1st | 2nd | 3rd |

**READING**

- |  | 1st | 2nd | 3rd |
|--|-----|-----|-----|
| 44 Collection of 4 reports of best book read during the year. Each report not to exceed 3 pages.   | 1st | 2nd | 3rd |
| 45 One booklet to show illustrations of 5 books read during school term. Books to represent the five divisions for pupil's Reading Circle. | 1st | 2nd | 3rd |
| 46 Class project in Reading. Grades 1-4.   | 1st | 2nd | 3rd |
| 47 Class project in Reading. Grades 5-8.   | 1st | 2nd | 3rd |

**SOCIAL SCIENCE**

- |  | 1st | 2nd | 3rd |
|--|-----|-----|-----|
| 48 Set of 4 illustrations of some subjects studied this year (e. g., transportation, homes of different people). Any medium. Grades 1-4. | 1st | 2nd | 3rd |
| 49 Set of 4 posters illustrating any phase of civic improvement. Grades 7-8.   | 1st | 2nd | 3rd |
| 50 Story telling what your school has done to make better citizens. Any grade.   | 1st | 2nd | 3rd |
| 51 Series of at least 4 illustrations showing historical events or periods studied during this year. Any medium. Grades 5-6.             | 1st | 2nd | 3rd |
| 52 Series of at least 4 illustrations showing historical events or periods studied during this year. Any medium. Grades 7-8.             | 1st | 2nd | 3rd |
| 53 Series of illustrations representing people and life in countries studied this year. Any medium. Grades 5-6.                          | 1st | 2nd | 3rd |
| 54 Series of illustrations representing people and life  | 1st | 2nd | 3rd |

in countries studied this year. Any medium. Grades 7-8.

- 55 Class projects in geography. Grades 5-6.  
 56 Class projects in history. Grades 5-6.  
 57 Class projects in history. Grades 7-8.  
 58 Class projects in civics. Grades 7-8.

**WRITING**

- |   | 1st | 2nd | 3rd |
|---|-----|-----|-----|
| 59 Collection of 10 complete writing lessons, containing not less than 10 lines, nor more than 20, selected from the work of at least 4 grades. | 1st | 2nd | 3rd |
| 60 Display of manuscript writing for grades 1 and 2.  | 1st | 2nd | 3rd |
| 61 Chart or poster showing improvement in penmanship. All grades.   | 1st | 2nd | 3rd |

**GENERAL**

- |  | 1st | 2nd | 3rd |
|--|-----|-----|-----|
| 62 Original project in any subject.  | 1st | 2nd | 3rd |
| 63 Collection of photographs showing various school or community activities.   | 1st | 2nd | 3rd |
| 64 Scrapbook showing newspaper clippings, pictures, illustrations, etc., made by the school.                               | 1st | 2nd | 3rd |
| 65 Scrapbook showing unit of work in any subject.  | 1st | 2nd | 3rd |
| 66 School project representing the history and development of the country.   | 1st | 2nd | 3rd |
| 67 Collection of teaching equipment—charts, maps, pictures, clippings, etc., for any unit of work made by a rural teacher. | 1st | 2nd | 3rd |

- |  | 1st | 2nd | 3rd | 4th |
|--|-----|-----|-----|-----|
| *68 Single one-room rural school exhibit. To be judged on number and workmanship of articles exhibited, arrangement and attractiveness of exhibit, number of points won in premiums. (Each 1st prize counts 5 points; 2nd, 3; third, 2). | 1st | 2nd | 3rd | 4th |

- |  | 1st | 2nd | 3rd | 4th | 5th |
|--|-----|-----|-----|-----|-----|
| *69 County exhibit. To be judged on number and workmanship of articles exhibited, arrangement and attractiveness of exhibit, number of points won in premiums. (Each 1st prize counts 5 points; second, 3; third, 2). Exhibits must represent the work of at least 20% of the schools in the county. | 1st | 2nd | 3rd | 4th | 5th |

\* Classification under 68 eliminates eligibility for classification under 69, and vice versa.

**SECTION B****ELEMENTARY TOWN SCHOOLS WITH ENROLLMENT LESS THAN 500**

The term Elementary Town School is used to represent the elementary grades in a school system organized under six directors. This includes outlying schools in consolidated districts. Unless otherwise designated, each entry should contain representations from both grades under which the class number is listed.

**GRADES 1 AND 2**

- |   | 1st | 2nd | 3rd |
|---|-----|-----|-----|
| 70 Display of at least four free-hand drawings of objects.              | 1st | 2nd | 3rd |
| 71 Display of at least four cut or torn paper posters.                  | 1st | 2nd | 3rd |
| 72 Group of three posters or booklets illustrating a story. Any medium. | 1st | 2nd | 3rd |
| 73 Exhibit representing a complete unit of work. Any medium.            | 1st | 2nd | 3rd |

**GRADES 3 AND 4**

- |  | 1st | 2nd | 3rd |
|--|-----|-----|-----|
| 74 Collection of at least four booklets on any subject, designed cover.  | 1st | 2nd | 3rd |
| 75 Illustrating bird chart, or booklet, including brief description of birds and bird habits. Chart or booklet may be prepared by individual pupil or by the class or grade. | 1st | 2nd | 3rd |
| 76 Construction problem of one or more articles, illustrating the life of any people studied this year, (e. g., Japanese, Chinese, Eskimo, Dutch).                           | 1st | 2nd | 3rd |
| 77 Collection of toys or small articles of woodwork, at least six pieces.  | 1st | 2nd | 3rd |
| 78 Display of lettering—lettered slogans in pencil, cut paper, ink or tempera.   | 1st | 2nd | 3rd |
| 79 Group of at least four original compositions of one paragraph each.   | 1st | 2nd | 3rd |
| 80 Exhibit representing a complete unit of work. Any medium.   | 1st | 2nd | 3rd |

**GRADES 5 AND 6**

- |  | 1st | 2nd | 3rd |
|--|-----|-----|-----|
| 81 Collection of at least four posters or booklets representing some phase of home or community improvement. | 1st | 2nd | 3rd |
| 82 Collection of four posters or booklets illustrating desirable traits of character or citizenship.         | 1st | 2nd | 3rd |
| 83 Set of four costume designs showing costumes of different nations. Any medium.                            | 1st | 2nd | 3rd |

- 84 Group of four booklets representing some unit of history or geography (e. g., transportation, homes of different people, homes of different periods in history).  
85 Exhibit representing some complete unit of work. Any medium.

## **GRADES 7 AND 8**

Class	1st	2nd	3rd
86	Display of bookbinding, at least four books.		
87	Display of block printing or stenciling on cloth.		
88	Group of at least 4 original poems by different pupils.		
89	Collection of at least four good citizenship posters or booklets.		
90	Exhibit representing some complete unit of work. Any medium.		

## GENERAL

**GENERAL**  
This includes all grades in a town elementary system.

Class		1st	2nd	3rd
91	Representation through any medium of illustration of a character development program for the school.			
92	Collection of original prose compositions with designed cover, or bound in some form.			
93	Collection of arithmetic papers—at least two from each grade. Each paper should contain not less than three original concrete problems with solutions. Work should be neat, accurate and correctly placed on the page.			
94	Collection of penmanship papers, at least four from each grade.			
95	Display of manuscript writing for grades 1 and 2.			
96	Collection of art work representing all grades.			
97	Best school exhibit. To be judged on number and attractiveness of exhibit, arrangement and premiums. (Each first prize counts 5 points; second, 3; third, 2).			

## SECTION C

## **ELEMENTARY TOWN SCHOOLS WITH ENROLLMENT MORE THAN 500**

The term Elementary Town School is used to represent the elementary grades in any school system organized under six directors. Unless otherwise designated, each entry should contain representations from both grades under which the class number is listed.

**GRADES 1 AND 2**

Class	GRADES 1 AND 2	1st	2nd	3rd
98	Display of at least four free-hand drawings of objects.			
99	Display of at least four cut or torn paper posters.			
100	Group of three posters or booklets illustrating a story. Any medium.			
101	Exhibit representing a complete unit of work. Any medium.			

**GRADES 3 AND 4**

Class	GRADES 3 AND 4	1st	2nd	3rd
102	Collection of at least four booklets on any subject, designed cover.			
103	Illustrated bird chart or booklet, including brief description of birds and bird habits. Chart of booklet may be prepared by individual pupil or by class or grade.			
104	Construction problem of four or more articles illustrating the life of any peoples studied, (e. g., Japanese, Chinese, Eskimo, Dutch).			
105	Collection of toys or small articles of woodwork—at least six pieces.			
106	Display of lettering—lettered slogans in pencil, cut paper, ink, or tempera.			
107	Group of at least four original compositions of one paragraph each.			
108	Exhibit representing a complete unit of work. Any medium.			

**GRADES 5 AND 6**

Class	GRADES 3 AND 4	1st	2nd	3rd
109	Collection of at least 4 posters or booklets, representing some phase of home or community improvement.			
110	Collection of 4 posters or booklets illustrating desirable traits of character or citizenship.			
111	Set of four costume designs showing costumes of different nations. Any medium.			
112	Group of 4 booklets representing some unit of history or geography. (e. g., transportation, homes of different peoples, homes of different periods of history).			
113	Exhibit representing some complete unit of work. Any medium.			

**GRADES 7 AND 8**

Class	1st	2nd	3rd
114	Display of bookbinding; at least four books.		
115	Display of block printing or stenciling on cloth.		
116	Group of at least 4 original poems by different pupils.		
117	Collection of at least four good citizenship posters or booklets.		
118	Exhibit representing some complete unit of work. Any medium.		

#### GENERAL

**GENERAL**  
This includes all grades in a town elementary system.

This includes all grades in a town elementary school		1st	2nd	3rd
119	Representation, through any medium of illustration, of a character development program for the school.			
120	Collection of original prose compositions with designed cover, or bound in some form.			
121	Collection of arithmetic papers—at least 2 from each grade. Each paper should contain not less than 3 original concrete problems with solutions. Work should be neat, accurate and correctly placed on the page.			
122	Collection of penmanship papers—at least four from each grade.			
123	Display of manuscript writing for grades 1 and 2.			
124	Collection of art work representing all grades.			
125	Best school exhibit—to be judged on number and workmanship of articles exhibited, arrangement and attractiveness of exhibit, number of points won in premiums, (each 1st prize counts 5 points; 2nd, 3; 3rd, 2).			

## **SECTION D HIGH SCHOOLS**

Each exhibit should contain not less than five nor more than fifteen articles. The articles should represent work actually done during the school year. The exhibit may be supplemented by pictures of activities, posters, illustrations, trophies or other media which will show more clearly the work of the school in each department.

		1st	2nd	3rd
126	Exhibit representing work in English.			
127	Exhibit representing work of the year in social science.			
128	Exhibit representing work of the year in mathematics.			
129	Exhibit representing work of the year in science.			
130	Exhibit representing work of the year in special subjects as art, music, commerce.			
131	Exhibit representing work of the year in health and physical education.			
132	Exhibit showing extra-curricular activities for the year.			
133	Best general high school exhibit. To be judged on number and workmanship of articles to be exhibited, arrangement and attractiveness of exhibit, number of points won in premiums. (Each 1st prize counts 5 points; 2nd, 3; 3rd, 2.)			

**SECTION E**  
**HIGH SCHOOLS OFFERING VOCATIONAL  
COURSES. VOCATIONAL AGRICUL-  
TURE EDUCATIONAL EXHIBIT**

**TURE EDUCATIONAL EXHIBIT.**  
The purpose of the exhibit is to acquaint the public with the various phases of the vocational agriculture program.

An exhibit by vocational agriculture departments covering three or more of the following phases of the vocational agriculture program, such as regular instruction, farm shop work, evening schools, supervised practice, Future Farmers of America, annual program of work or any other form of presentation. The following outline will be used as a guide in judging:

- |    |  |
|----|--|
| A. | Completeness of the phases represented—20 points |
| 1. | Each phase in sufficient detail — 20 points      |
| B. | Selection of materials — 40 points               |
| 1. | Quality — 10 points                              |
| 2. | Adaptability — 15 points                         |
| 3. | Content — 15 points                              |
| C. | Arrangement — 40 points                          |
| 1. | Neatness — 10 points                             |

2. Unity	10 points
3. General attractiveness	20 points
Total	100 points

Class 1st 2nd 3rd

134

### VOCATIONAL TRADE AND INDUSTRIAL SCHOOLS

An exhibit representing one or more phases of vocational training included in the Trade and Industrial courses in the public schools of Missouri offering approved vocational courses in either day, evening, or part-time classes. The exhibit is intended to show the nature of the vocational training being offered by the school, class or department. Booths will be available for displaying the exhibits, one exhibit per booth.

#### These exhibits will be judged on:

1. The degree to which the nature of the work of the school, class or division is explained completely.

2. The attractiveness of the booth, with regard to color scheme, labels, placards, and the placing of the contents of the booth.

Class 1st 2nd 3rd

135 School Exhibit

### VOCATIONAL HOME ECONOMICS

An exhibit representing one or more phases

of the work now included in the Vocational Home Economics courses in high school classes in Missouri. It may represent actual class work or a development of class work carried on in the home by a carefully planned and supervised home project.

#### The exhibits will be judged on:

1. The ability to express the idea clearly and definitely.

2. The scope and educational value involved in the school exhibit.

3. Attractiveness, decorations, color scheme, labels, placards and the selection and placing of the contents of the exhibit.

Class 1st 2nd 3rd  
136 School Exhibit.

### SECTION F NEGRO SCHOOLS

Class 1st 2nd 3rd  
137 Single one-room, negro school exhibit. To be judged on number and workmanship of articles exhibited, arrangement and attractiveness of exhibit.

138 County exhibit for negro schools. To be judged on number and workmanship of articles exhibited, arrangement and attractiveness of exhibit.

### SECTION G TEACHERS COLLEGES

Class 1st 2nd 3rd  
139 Exhibit representing work of the school, not less than five Departments.

## Recent International Developments in Europe\*

By Lord Marley, British Statesman and Peer.

THE REASON for the necessity of a speech on foreign affairs, particularly recent developments in Europe, is that in the United States of America you have the advantage, or disadvantage, of being separated, or connected with Europe, only by a cable and the result is that the news you get from Europe is not as we get it, built up by tendencies, by discussion, by movements, by organizations until it culminates in a fact which we have learned in advance in Europe, to adjudicate on or to discount. In your case, you get a cable giving you the fait accompli, the accomplished fact, and you have no means of judging amongst yourselves what is the important factor, or actually what are the facts reported by the newspapers, and that is made still worse by a habit in the United States of America of exaggeration in whatever is presented to you. For example, if I go into a restaurant and ask for a chop, the menu will say, "Sizzling Hot! Corn Fed, Mild Bathed, Cleanly Cooked Chop, Served with Delicious this, and special that"—and so on, whereas, of course, it is no different from any other chop, but nobody would eat it if it wasn't so described. And the same way with the headlines of the news. You have to have something really exciting, like, "Wally Dines With Queen" before you will read the utterly insignificant news which accompanies the headline.

On the other hand, when it comes to matters not of such vital importance as that the headlines in order to be exciting frequently somewhat exaggerate the news, and the news is

\* Stenographic report of an address before the Annual Convention of the M. S. T. A., Nov. 14, 1936, at Kansas City, Mo.

much better than the headlines. But in each case it suffers from the disability or the disadvantage of being at the end of a cable and not an actual presentation of the picture as it really is.

And so for a few minutes I want to examine certain factors which have happened in Europe, and then see if we can trace out a common clue which will enable us in the future to discount, or to realize the meaning of the sort of news you get. If we can examine tendencies in such action, we shall I think get somewhere in the few minutes available this morning.

Take, for example, the failure of the League of Nations to deal with Italy in the Abyssinian crisis. The reason for that was not a mistake in the organization or functioning of the League of Nations. It was the simple fact that there has developed among European powers, and you will see the same tendency in the United States if you search for it, a division of opinion politically away from the old national unit into a division of opinion along class lines between those who believe in a continuation of the present economic system and those who believe in some way or another that it should be changed, and that simple clue will explain to you much of what is otherwise quite inexplicable in what is going on in Europe. As far as Abyssinia was concerned, in the nations, active members of the League, there was always this division of opinion in which some desired not to be at war with Italy, desired to continue the trade,

Convention of the M. S. T. A., Nov. 14, 1936.

the various economic connections with Italy, and did not feel that it was wise to sever those connections with Italy which would be an essential feature of solid economic importation sanctions or military action. And despite the fact that the United States gave us a lead in connection with Abyssinia by admitting that they were ready, that you were, to deal with the exportation of oil and other materials, yet such was the division of opinion in Europe that arrangements were made by which Germany should buy the oil which Italy needed, from the United States, and then retransmit it to Italy, so making it impossible even for the United States to help the rest of the European nations in applying economic or more severe sanctions. That class division is of vital importance as indicating an explanation of some of the happenings in Europe.

Another one of the factors in the Abyssinian business I want to remind you about, and that was the comparative secrecy and the rapidity with which Italy was able to take action, rapidity because Italy is a totalitarian state in which no minorities are allowed to exist; rapidity, because there was no need to make public preparations beforehand for any such warlike activity; and ability to act with rapidity also because the Italian people, not being aware, being a totalitarian state, of the point of view of the rest of the world, readily believed those stories told to them of the wicked Ethiopians who were invading and threatening to invade Italy, and under which the Italian people were asked to fight in defense of hearth and home. No democratic nation would have believed such nonsense because they would know it was not true, but in a nation deprived of external news, it was easy to make the Italian people believe that this was in fact the condition.

Now, take the Spanish position for a moment. The Spanish election elected a government some months ago not very dissimilar from the sort of government you have in the United States of America. That is to say, it was a popular government. There were no communists in it; there were no socialists in it. There were some of those peculiar parties with which Spain abounds, the Anarche Nationalists, the Anarche Socialists and others, but that doesn't mean what it says because an anarchist is one who doesn't believe in government at all and some of these peculiar and small parties did cooperate in this popular government. The government was elected as the result of a new constitution which had some little help in founding because I was asked by the Prime Minister and President Cortez to go to Madrid and consult with them and with Don Luis Jimenez Asua, the writer of that constitution, as to a certain aspect of its development, and it was as a result of this constitution that those elections took place which put in the popular, semi-liberal government.

Now, in Spain, differing from the United States of America, the officers of the Army are drawn entirely from the aristocratic and

ruling classes, and this popular government found at once that the Army was under the influence of officers bitterly opposed to that government. It would be just as though an election took place here and you found that the United States Army was determined to fight the government on behalf of some other political party. The Spanish government, therefore, decided to follow your example and democratize the Army. I remember when I was in New York a few weeks ago the maid who cleaned out the room in my apartment consulted with me on the future of her son. She said her son wanted to go to Annapolis, but he was somewhat weak in mathematics. But the lesson I draw from that is the democratization of the American armed forces, that a boy, whose mother was a maid in an apartment house in New York, nevertheless could become an officer in the United States Navy. That is fine. And that is what should be done in other countries. And that is what the Spanish government wanted to do. But the Army didn't want it to happen. They, therefore, under Franco, their leader, consulted those governments in Europe with whom they were in sympathy, the Italian, the German, and the Portuguese governments, who agreed to give them help if they organized a revolt against the Spanish government, which they did. We discovered this by the forced landing of a number of Italian planes on the way to Spain before the revolution started, or at the moment of its starting. This revolt then received full support in airplanes, in ammunition of these Powers, using Portugal as a landing place,—and I want you to note the secrecy with which dictatorship powers have been able to supply arms, ammunition and airplanes to the rebel forces in Spain, the secrecy and the rapidity of that action.

The French government wanted to help the Spanish government by sending arms and ammunition. You of course know better than any other audience, perhaps, in the United States of America that selling arms to a government in case of internal trouble is a perfectly legitimate act in international law. You have discovered that at the time of the Civil War when Great Britain, which makes large profits from selling armaments abroad, sold arms to the North. In order to be justified in selling arms to the South also, for we don't mind where our profits come from in war, we either did or were about to recognize the South in this country as an equal government, so legitimatizing the sale of arms and ammunition to that government. In Spain, therefore, it is perfectly legal to sell arms to the Spanish government, and the French government desired to do so. But they consulted with the British government, and here again that class division came in. A number of members or supporters of the British Cabinet felt that the growing prosperity of Great Britain might well be interfered with if the popular government in Spain had an outstanding success because it might encourage a similar popular or

labor sort of government in Great Britain, which might interfere with the growing prosperity of that country. Therefore, they were opposed to the British government giving any support to the French government in supplying arms, and in fact the British government indicated to the French government that they would not join with France if, as a result of the French supply of arms, a world war resulted. Accordingly France could not take the risk and had to take the next best line, that is the sham of the neutrality pact, a sham because while Germany and Italy agreed more or less to join, before they actually signed they talked and asked questions and discussed and raised difficulties, during which period they were continuing to supply arms and ammunition and airplanes to the rebel troops in Spain. Portugal never signed. Portugal, of course, is the landing ground, the disembarking ground for these munitions, and one interesting factor has recently occurred in this connection, and that is the emergence of Russia from her obscurity. The Russian government was extremely anxious to be in full agreement with the French and British governments because that is the alignment in Europe for which they are working, and Russia is a peculiar sort of democracy, which is called a dictatorship of the proletariat. Now that means that whereas in the United States, which resembles Russia more than any other two countries in the world, believe me, in the United States when you disagree with what the government does, you can have an election and you can turn out the government, but, in Russia if the people disagree with what the government does, the people are armed, there are rifles and ammunition in the factories in Russia, and the ordinary people, not the members of the Communist Party—there are only one and a half million members of the Communist Party out of a total population of one hundred and seventy-three million, and the Communist Party only functions because it has the support of the people—but the people are armed, and if, therefore, the government, or the Communist Party, did not do what the people wanted, the people are perfectly capable, and Russia is a primitive country in many ways, the people are perfectly capable of threatening the government and of even disposing of it. Therefore, the government is extremely careful to carry out what the people want in Russia. And they discovered that the popular feeling in Russia was that the Spanish government should receive help, and accordingly the Russian government was compelled to offer, and I dare say to some extent to give, that help in Spain. That is an important factor to notice because the emergence of Russia is a new factor in the European situation which we shall deal with in a moment.

One other recent development which I want to mention because again it has received, in my opinion, quite unhappy prominence in the American papers, and that is the recent speech of the King of the Belgians. Now what he

said was that he did not desire that Belgium should any longer be closely allied with France and Britain. Now what is the meaning of that? The real meaning is that Belgium is frightened, is fearful of the growing aggressiveness of the Third Reich, the German dictatorship, on her eastern borders, and up to the present France and Great Britain have been in the position more or less to guarantee the integrity of Belgium, but there have emerged these two new factors in the European situation, the totalitarian state, with its power of rapidity and secrecy of action and its power of aggression, coupled with the immense new weapon, the high speed, long range bombing airplane. And the King of the Belgians and the Belium government, who agreed to the publication of his speech, realize that if Belgium is aligned with Great Britain and France, and Germany is guilty of aggressive action against these countries, Belgium can do no good in keeping the front, but can only in fact be completely destroyed or wiped out by the German military bombing planes, which are immediately on her frontier. Therefore, Belgium reasonably, in my opinion, decided they would declare for neutrality similar to that of Switzerland, another member of the League of Nations, not hurting, except to a very limited extent, which I shall say a word about in a moment, Great Britain or France, not hurting this strategical position of Britain and France, but at least saving their own country. Again, here we have a development of that class interest, the class which look upon Belgium more as a growing, prosperous country rather than as a national entity, a responsible nation tied up in alliance with other countries.

Now, that is broadly the position, and arising from the growth of the totalitarian state and the new air weapon we have all through Europe the growth of fear of the immediate future and with that growth of fear we have one other factor which should be borne in mind, and that is that the majority of European nations are hopelessly poverty stricken, poverty stricken partly because of the destruction of war, partly because of the raising mile upon mile of the new tariff barriers, partly because of the general diminution in world trade—and here let me without interfering in the political aspects of the United States life, pay tribute to the work which is being done by Washington in making world trade easier by the recent reciprocal agreements. That is a recognition of the common sense view of the position, that if in one country goods can be made at half the price that they can in this country, and if in this country we can make certain goods at half the price that they can over there, then instead of in this country making fifty and using fifty, you can get a hundred from over there and exchange a hundred with that country, and you are twice as well off as regards those imported goods as you were before effecting the exchange, but unfortunately that outlook has not developed in these Eu-

ropean countries. They are developing a system of economic nationalism which means a system of building up within their own country the production of all those goods which hitherto they have imported, either doing without the goods they imported or attempting to make substitute goods which are much more expensive and as a rule not half as good.

Now, how did all this happen in Europe, this growth of the German totalitarian state, of the dictatorship in Italy and generally the growth of Fascism?

I think you will go away from this meeting with a clearer understanding if you will accept a somewhat oversimplification of the causes of war which I propose to put to you. I propose to say to you that basically the cause of war is either money or the need for raw materials, or the need for markets overseas wherein an industrial nation can sell the surplus products of her industrialized economy. If you want that developed, you can ask me a question about it when I have finished in a few minutes.

The 1914 war grew from that cause. Great Britain had succeeded in securing all the best parts of the world from the point of view of raw materials, or of markets for our goods, and it was a profound misfortune that owing to our stupidity of one hundred and fifty years ago we lost the best market of all—the United States. However, perhaps I might tell the teachers, who may pass this on, that there is a peculiar feeling still existent in Great Britain of admiration for those who fight for justice and right, and we realize that our action then was entirely unjust, and that you put up a fight against all odds, because nobody thought it was possible that you would beat a great and powerful nation such as Great Britain; you put up a marvelous fight and beat us because you had right and justice on your side, and that is why we are going to ask you, why I am going to ask you in a moment or two, to give us back some of that opportunity, that moral opportunity of right and justice in encouraging the development of our democracy in Great Britain. You can repay the debt which you owe us for having kicked you out of the British Empire.

Well now Germany found that Britain had all the best parts of the earth, and she picked up a few utterly useless colonies in Africa and elsewhere, but her industrialists needed more and better raw materials, and Britain had them all, and so the war took place. Germany was beaten, and we were guilty of the supremely stupid act of taking these useless German colonies, giving some justification to the German demand that these colonies shall be returned. But you must realize that the colonies that Germany had are still more inadequate today than they were in 1914. And, therefore, Germany must have a number at least of those foreign possessions which Great Britain has at the present moment, and the only trouble is we cannot give them to Ger-

many at the point of German bayonets because Germany will claim that that is an admission of our weakness, and will then demand more and more until Britain has no colonies left and Germany has them all.

Now that is the position which arose at the beginning of the Third Reich,—Germany unable to develop, poverty stricken, not because of reparations because the United States very kindly paid all the German reparation payments. That is the debt we owe to the United States bankers, the most generous act on earth in giving money to other people and extracting . . . profit from it. Not due at all, therefore, to reparations but entirely to the fact that Germany could not get raw materials for her factories and could not keep them working at an economic level because they were unable to sell their products abroad owing to the drop in world trade and the general development of economic nationalism. The result is that Germany had to choose between a generally lowered standard of life for all of the German people or maintenance of the dominating position of the German ruling and industrial class with a compulsion on the working class in Germany to accept the whole effect of the lowered standard of living. Here again that class division came in that I told you about and Nazism or Fascism is merely the use by the government of the ruling classes, the possessing classes, of force to compel the workers to accept a lowered standard of living. It is done, on the one hand, by crushing out, either by execution, prison, or concentration camps all those members of political parties who are opposed to the totalitarian government, all communists, socialists, social democrats, labor party, all trade unionists who oppose lowering wages—all had to be crushed out of existence. Similarly, religious organizations had to be crushed or severely curtailed because they preached such things as equality of all human beings. That of course could not be allowed in a totalitarian state. Pacifists had to be crushed because pacifists interfere with the rearmament plans of the government, which were necessarily a part of the building up of a powerful totalitarian state. In consequence, therefore, all opposition was crushed out and the totalitarian state functioned by compelling this lowered standard of life among the workers, and the workers will continue to accept this lowered standard of life, willingly and readily, as long as they can absorb the ideas pumped into them as to the reasons for their having insufficient to eat.

Those reasons, of course, are naturally the usual reasons. The Jews are first responsible for everything, and after the Jews have been crushed and beaten or forced to retire from the country and they can no longer complain the Jews are responsible, then it is the wicked Bolshevik waiting to invade Germany at any moment. And when nobody finds any sign of this invasion, then it is the wicked British who have taken all the German colonies and won't give poor Germany anything back and, there-

fore, Germany must crush Great Britain and take back the colonies.

That is, therefore, the position as it is today and Germany is rearming at a rate such that the estimated expenditure on arms in the last three years is thirteen billion dollars, and the estimated expenditure for the next three years is thirty billion dollars, a rearment unprecedented in modern history, and which coupled with the aggressive statements of the leaders in Germany may mean the emergence of another world war.

Those statements are very provocative statements, that Germany is poor and, therefore, she must own the whole of Russia in order to be rich again; statements that Germany cannot tolerate the continuation of the British Empire but must take the old colonial possessions and reestablish a vast and powerful German Empire. These are factors which cannot be ignored in an analysis of the European position and we equally cannot ignore the definite vulnerability of London in this matter.

Great Britain is in a very vulnerable position because under modern conditions of war as able to be used by a totalitarian state we have secrecy, which we have never had before, we have rapidity which we have never had before; and we have this new modern weapon which we have never had before. Secrecy, because there is no longer a democratic minority in Germany, so that the non-existent democracies have not to be consulted in Germany and Italy as they have to be consulted in Great Britain, France and the United States. You will remember that in 1914, for example, Great Britain could not say beforehand that we would come into the war against Germany until Germany had done something which would induce the British people to support entry into the war, and what she did was to invade Belgium and make the famous "scrap of paper" speech. Then the people in England were aroused enough to give the government that popular support, that democratic support, which enabled it to come into the war. Similarly your own democracy. You did not enter the war for a long time. The Administration didn't want to, the people didn't want to until they had been emotionally aroused by the killing of such a considerable number of American men and women and children, orphans, widows, and so on—the orphans, widows and children always are the most popular to be killed off. They have more effect than women and men. Particularly the widows, for some reason or other. And the result is that there was a sweep of popular support for America's entering the war. Germany doesn't have to do that. There is nobody to be consulted. Therefore, rapidly and secretly Germany can make war on Great Britain without the British knowing anything about it until it happens. And, with the new air weapon it is possible for several thousand airplanes to bomb London and kill off perhaps a million or so people who will never know what happened to them—just wake up in heaven or the other place and won-

der what it all means. And therefore, a book written by one of the most famous of the British air force commanders says such a war might be over by the defeat of Britain in three days. Let me at once reassure you in this audience that, therefore, there is not the slightest use or even desirability for America to come into the League of Nations, or even to join in such a war, because it will be over long before you know anything about it. So you can sleep well without fearing that.

Now, there is the position, and my final words are: Is there any remedy? Well, the only remedy, in my opinion, in this new situation of the armed aggressive totalitarian state, the only remedy is that we must build up a peace front in Europe within the League of Nations which shall be so much more powerful than any aggressor or group of aggressor nations, that it will be simply suicide for such dictatorship to take aggressive action. I mean by that the democratic powers of Britain, France, and I include Russia as a vital and essential factor in this European peace front, Czechoslovakia, the modern force of the Scandinavian powers, all can form a powerful European peace front, with a force at their disposal so infinitely more powerful than anything Germany can put forth that if Hitler were to take aggressive action, it would mean annihilation of all centers of population of Germany.

It is a horrible alternative but it is the only alternative, in my opinion, and we must couple with it a determination and the declaration that given such an armed peace, we will at once move toward redistribution of raw materials and the markets of the world, which will get rid of the injustices out of which war arises.

The British government has already said that they were ready to support to the full such a proposition, and I support the British government in that. But the first step must be the building up of this peace front because without it a redistribution on fair lines is impossible. And here comes in where I hope the democracy of the United States of America will help us.

In 1931 the then Secretary of State Stimson, at the first Japanese aggressive action on the mainland in Asia, issued a declaration that the United States was opposed to aggressive Fascist action and would never recognize any territorial modifications on the mainland in Asia come to as a result of Japanese aggression. Would you be in favor of a similar declaration by the present Administration that the United States is united in continuing to support democracy and justice and liberty and will never recognize any territorial adjustments in a world come to as a result of aggressive action by the dictatorship of the totalitarian states? I believe such a declaration would have an immense effect, a far greater effect than I think the people of the United States understand, for while I would hesitate to say that America suffers in any way from an inferiority complex, I do not think that

would be exactly the case, yet I do think you fail to realize the importance accorded to United States opinion in the European countries. I believe that such a declaration would first of all have an immense effect on, shall we say diminishing the ardor of Herr Hitler, or Mussolini for aggressive action, and still more would have an immense effect in stimulating, in encouraging the building up of this democratic front by encouraging the people and the governments of Britain and France in this action.

There is the position and I believe that is the only remedy and I ask that this audience will do their share in helping us to attempt to realize it.

President Parker announced that Lord Marley would be glad to answer any question which has arisen in the minds of anybody.

#### Question Box

**VOICE:** Mr. Chairman, Lord Marley: Do you care to hazard a statement as to the probable outcome of the Spanish situation and its effect upon European affairs?

**LORD MARLEY:** The question is: Will I hazard a statement as to the probable outcome of the Spanish trouble and its effect on European affairs?

The answer is, I am afraid the Spanish government, the Spanish people, due to the immense power of airplane attack, against which no people have yet learned to stand up however brave, will be defeated. Because of this, I am afraid that the Spanish government will be defeated as regards Central Spain, although they may hold on in certain eastern portions for a considerable period. I do not think a world war will result from the possibility of the Russian or still further German intervention in supplying arms because I do not think the aggressor nations, the dictatorships, the totalitarian nations, want to engage in a war except on land of their own choosing. They do not want Russia to choose the land where the war takes place. They want to choose the moment, the place, and the reason for their war. The effect of this result in Spain will be to make exceedingly difficult British communications with the Far East because there will be Fascist powers in Italy, in the Balearic Isles, in Spain, in Portugal, in Morocco, in Libya. Germany is coming into the Dodecanese Islands as the result of her agreement for an air landing place and the close agreement between Germany and Greece, and Germany hegemony over southeast Europe gives her entry into the southeast part of the Mediterranean. That probably will be overcome by some sort of an agreement between Italy and Great Britain.

**QUESTION:** Lord Marley, in speaking of the demand of the United States with reference to the aggressiveness of Japan, will you explain some of the forces which prevented the democracies of Europe from standing behind that movement?

**LORD MARLEY:** The question is: Why didn't the democracies of Europe support Mr.

Stimson when he made his declaration in favor of nonrecognition of Japanese aggressive territorial attainments on the Asiatic mainland?

The answer to that is the continuance of Japanese feeling in Great Britain; for example you will remember that the Anglo-Japanese Alliance was only abrogated in 1910 at the Washington Conference as the result of determinate interference of Canada because Canada will never let her foreign policy disagree with that of the United States. Therefore, Canada is part of the means by which the United States dominates the foreign policy of the British Empire, and Canada compelled Britain to abrogate the Japanese treaty because it was against the wishes of the United States of America. But the ruling class in Britain still hankered after the Japanese alliance and the Minister Sir John Simon, who was then the Foreign Minister was himself strongly pro-Japanese, and in consequence the British government of that time, representing purely the ruling, wealthy classes and not the workers, the government naturally tended toward the class direction and did not support Stimson. It was a matter of profound regret. Therefore, we are seeing the results today. Other countries I am afraid were influenced by Great Britain in the same way. I consider Britain entirely to blame in that.

**QUESTION:** Would a similar declaration today meet with a different reaction in Europe?

**LORD MARLEY:** Now the question is: Would a similar declaration today meet with similar reaction in Europe? I can't say as to that. I hope not and believe not, because I believe the fear rampant in Europe today is such it would have far more effect than it did in 1931 because Europe is much closer to the European powers than was Asia and the Far East. There is so much on their doorstep, I believe it would have a much greater effect.

**QUESTION:** To what extent has trade followed the flag in the case of African colonization.

**LORD MARLEY:** The question is: To what extent has trade followed the flag in the case of African colonization?

As regard Germany, for example, the German trade was utterly insignificant with Africa. The total colonial German population in 1914 was less than the total number of Germans living in Paris. It was utterly insignificant. There is no German population in their colonies and the trade was quite insignificant for the simple reason that all of the best trading areas in the world are either being held by France, Great Britain, or one of the other great colonial powers such as Holland. In Great Britain, trade does follow the flag to some extent because we exploit the natives. That is to say, we keep the natives at a comparatively low standard of living and, therefore, are able to extract enough profits from them, but we raise their standard of life just enough to secure that they buy the surplus product of our factories.

**QUESTION:** If Great Britain as an industrial nation depends upon its industry, why not raise the standard of living of those natives to sell the products of Great Britain?

**LORD MARLEY:** The question is: If the prosperity of industrial nations depends upon selling the products overseas, why not raise the standards of life of the people to buy these products, and so make everybody rich? That is probably your question?

**QUESTIONER:** Yes.

**LORD MARLEY:** The answer is that is an element of truth which hasn't yet dawned on most industrial nations.

**QUESTION:** Do you think that there is a chance for a return of the Labor Party to power in England in the near future, and taking the entire European scene into consideration, which do you think will become dominate, Fascism or Democracy?

**LORD MARLEY:** The question is twofold. First, do I think there is a chance of the return of the Labor Party to power in England in the immediate future?

My answer to that is, that the Labor Party is going through a very difficult period of travail in adjusting itself to the new conditions, which I have described today—the totalitarian state and this terrible new war weapon, and there is a great surging going on and everyone is mentally very congested and it is impossible to say how soon the Labor Party will have emerged from the chrysalis into the butterfly of peace and plenty and social rest and all the other things which are inevitable of course when common sense prevails.

Now then, secondly, will Fascism or Democracy triumph in Europe?

I can't say as to that, but that is why I am asking you to take some part in this, not by fighting but by moral expression of opinion in order to help us to make Democracy triumph and to prevent Fascism from triumphing.

**QUESTION:** To what extent is the British commonwealth acting as a unit in British parliamentary policies?

**LORD MARLEY:** To what extent is the British commonwealth acting as a single unit in British parliamentary policy?

The answer is they never do so act, always disagreeing among themselves, and when we passed the statute of Westminster in parliament a few years ago we virtually abolished the British Empire because every portion of it can secede any time it likes. They do not often act in concert and very frequently there are considerable quarrels. In particular the part that Canada plays, which I mentioned to you, is not really realized in Great Britain yet, and it is only partially realized in Canada. I am going up to Canada in the near future now to try to make them realize it.

**QUESTION:** How much of the development of Fascism is due to the Versailles Treaty?

**LORD MARLEY:** How much of the growth of Fascism in Germany must be laid at the doors of the Versailles Treaty?

The answer to that is in point of fact if you examine the Versailles Treaty, it is not such a bad treaty in many ways. It was singularly stupid, gave Germany an excuse to couple the guilt clauses with the covenant of the League, but in point of fact it really didn't do very much economic harm except when it created all these new frontiers in Europe. I mean the taking away of the German colonies was so unimportant from an economic point of view that it didn't do much harm. Of course it was very bad from a prestige point of view and to that extent it gave an excuse, but the German position was bound to come in any case because the Germans never had any democratic background in their lives. They have always been under one kind or another of dictatorship. They have always been ruled by little principalities, by little groupings; they have never really been a democracy and they have always had this inferiority complex due to having been conquered again and again for hundreds and hundreds of years,—in fact most of the people never even troubled about the Germans; they simply fought over what was German territory. I think something like this was almost inevitable but I do not think it will last if we can do something to face up to the danger of its growth.

**QUESTION:** Why is it that the concerted powers of Europe are so slow in checking the aggressiveness of Japan in China?

**LORD MARLEY:** Why are the powers in Europe so slow in checking the aggressiveness of Japan in China?

The answer, as I said before, is due to this existence of class interest instead of national interest, and it is very unfortunate, I state again, that Britain refused to support Stimson in 1931 and thereby not only made a rebuff to the United States but encouraged Japan with the result that Mr. Stimson made a note in his little book wherein he said, "Britain won't support me; they have rebuffed me." And then about four weeks ago Britain came to the United States and said, "We consider the Japanese advance toward the Yangtze River has become a serious menace to trade. Will you stand by us in a common declaration?" Hull turned up the little book, or I should say the Administration turned up the little book, and saw what we had done in 1931 and so he replied, "We are not interested in Japanese advance in Yangtze."

**QUESTION:** In 1946 the Philippine Islands will be independent. That is the date Japan will seize the Philippine Islands. What will be the attitude of Great Britain when that is done?

**LORD MARLEY:** In 1946 the Philippine Islands become independent and the Japanese will seize them. What would be the attitude of Great Britain to that?

My answer is while the Philippine Islands are a long ways from Europe, yet I doubt very much personally whether they will be independent in 1946, for this reason: The Japanese are already making tremendous encroach-

ments in the Philippines, advancing by clever methods which I can't go into now. The Philippines are extremely rich in mineral and gold and productivity, and I think myself that however uncomfortable may have been United States domination to the Philippines, I think the Philippines themselves will prefer American to Japanese domination. But that is a prophecy which the Missouri State Teachers Association will hold against me for years.

**QUESTION:** There is a book just off the press wherein Senator Clark claims to have made a five year study of European powers in which he concludes, I understand, that instead of the colonies being an asset they are really an unmitigated headache and liability. What do you think about it?

**LORD MARLEY:** The question is: A book has been written recently showing that the colonies are not at all an asset but a liability, and what is my opinion on that?

My answer is you cannot generalize. Some colonies are an asset, some are a liability. For instance, France makes enormous profits out of Indo-China, which they exploit to the maximum, and makes millions of francs every year. Britain makes a very good thing out of India. In India today, after a hundred years of occupation, there are only 5% of the Indians can read or write and we still have hundreds of Indians in prison without trial. You lynch people in this country sometimes. We don't lynch people in England but we lynch them in India. The same sort of thing you see. We are no better than you are. We do the same sort of thing, only we do it more decently. On the other hand, of course some colonies are a liability.

**QUESTION:** To what extent has the security of the economic and political life of the British Empire been disturbed by the growing strength of Italy in the Mediterranean as

shown by England's failure to stop Italy in Ethiopia?

**LORD MARLEY:** Has the British position in the world been disturbed by the growth of Italy in Ethiopia, both regards Spain and Ethiopia?

The answer is, of course it has and you get this pathetic reliance on the British Navy, which of course is obsolete now as regards ensuring food supplies to Great Britain—all naval vessels are really obsolescent at least if not obsolete—because we have not yet genuinely solved the problem of Bomb versus Battleship. I believe the bomb will beat the battleship every time and I believe, therefore, that any power having a commanding position such as Italy has in the Mediterranean is bound to be able to command the Mediterranean. That is why we had to evacuate Malta last year because Malta was within bombing range of Italy and we couldn't keep the fleet there and so on. I personally think it has had a serious effect because of the aggressive danger of Germany and Italy, because they are compelled by the poverty of their own people to seek external adventures to keep their people quiet. That is the danger.

I am told that this must be the last question but that you would like me to come back sometime to answer some more.

**QUESTION:** Will Ethiopia be more of a liability than an asset to Italy?

**LORD MARLEY:** The question is: Will Ethiopia be more of a liability than an asset to Italy?

Well, you ought to have seen the maps that Italy published about Ethiopia, a beautiful map with little marks saying "Coal here, gold here, iron here, oil here", great factories and so on. Of course the thing isn't true. The place as a place is practically valueless—if it hadn't been Great Britain would have had it long ago.

## MISSOURI TEACHER'S DAILY REGISTER and LIBRARY ACCESSION RECORD

Please order the following from the Pupils Reading Circle, Columbia, Missouri:

- |  |           |
|--|-----------|
| <b>MISSOURI TEACHER'S DAILY REGISTER FOR ELEMENTARY SCHOOLS<br/>IN RURAL AND TOWN DISTRICTS</b> by Von Borgersrode and Crosswhite<br>(Manilla Cover) ..... | Price .45 |
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## Twenty-Fourth Annual Meeting of the Department of Superintendence

OF THE MISSOURI STATE TEACHERS ASSOCIATION,  
COLUMBIA, MISSOURI, FEBRUARY 15, 16, 1937

### Officers

President----John W. Gilliland, Supt. Aurora  
 Vice-President----Fred Keller, Supt. Tarkio  
 Secretary-Treasurer-----  
 ----Willard Goslin, Supt. Webster Groves  
 Executive Committee  
 John W. Gilliland, Supt. Aurora  
 Willard Goslin, Supt. Webster Groves  
 Fred Keller, Supt. Tarkio  
 Harry McMillan, Supt. Lees Summitt  
 Don Matthews, Supt. Sullivan  
 L. E. Zeigler, Supt. Boonville  
 Russell T. Scobee, State Dept. of Education  
 W. W. Carpenter, University of Missouri  
 Committee from University of Missouri  
 Professor A. G. Capps  
 Dean Theo. W. H. Irion  
 Professor Theodore F. Norman  
 Professor C. A. Phillips  
 Professor John Rufi  
 Professor W. W. Carpenter, Chairman

### Theme of the Meeting Planning Educational Recovery

### P R O G R A M

This program will run on time. Please be in assembly hall in time for opening numbers.

#### Monday Morning, February 15 Auditorium—Education Building

- President F. A. Middlebush, Presiding
- 9:45 Music
- 10:00 Greetings from the University-----  
-----President F. A. Middlebush
- 10:15 Response--John W. Gilliland, President  
Dept. of Supt. of M. S. T. A.
- 10:25 Short addresses by former Deans.  
Those invited to participate are:  
 Dr. A. Ross Hill  
 Dr. J. L. Meriam  
 Dr. Isidor Loeb  
 Dr. W. W. Charters  
 Dr. J. H. Coursault  
 President M. G. Neale
- 11:40 Address-----Dean Theo. W. H. Irion
- Monday Afternoon, February 15  
Auditorium—Education Building
- Superintendent Fred Keller, Presiding
- 2:10 "The Superintendent and Educational Recovery"—Supt. Harry P. Study, Springfield.
- 2:50 Panel Discussion. (Each member of the panel limited to one phase of the problem and to 6 minutes.)  
The Superintendent of Schools Promotes Educational Recovery:
1. By observing Ethical Standards With Respect to His Colleagues.  
Supt. M. F. Beach, Moberly, and  
Supt. Henry Boucher, Memphis.

2. By Developing Desirable Relationships With His Board of Education and Employed Personnel.  
Supt. Fred Miller, Normandy, and  
Supt. L. O. Little, Neosho.
3. Through Community Relationships.  
Supt. C. C. Conrad, Jackson, and  
Supt. I. E. Stutsman, St. Joseph.
4. Evaluation: Supt. L. E. Ziegler, Boonville.
- Monday Evening, February 15**  
Gymnasium—Education Building  
The Department of Superintendence Dinner.  
After Dinner Program  
Dean Theo. W. H. Irion, Presiding  
Music
- Address—Dr. W. W. Charters, Director of Research Ohio State University.
- Address—Dr. C. A. Phillips, Director University Laboratory Schools.
- Music ----- Old Missouri
- Tuesday Morning, February 16**  
Auditorium—Education Building  
Professor A. G. Capps, Presiding
- 9:45 Music
- 10:10 Address—Dr. R. E. Curtis, Dean, School of Business and Public Administration, University of Missouri.
- 11:00 Address—Superintendent A. L. Threlkeld, Denver, Colorado, and President of the Department of Superintendence of the National Education Association.
- Tuesday Afternoon, February 16**  
Auditorium—Education Building  
President John Gilliland, Presiding
- Theme: The State and Educational Recovery.
- 2:10 What Can The State Department of Education do to Assist in Planning Educational Recovery?  
Hon. Lloyd W. King, State Supt. of Public Schools.
- 2:30 What Can the Missouri State Teachers Association Through Its Various Committees and Departments do to Assist in Planning Educational Recovery?  
Roscoe V. Cramer, President, Missouri State Teachers Association.
- 2:50 What Can the Town Superintendent of Schools do to Assist in Planning Educational Recovery?  
Supt. W. F. Knox, Jefferson City.
- 3:10 Evaluation: Open Discussion led and Directed by Supt. Willard E. Goslin.
- 3:30 Business Meeting.

## Report of the Committee on Teachers' Salaries and Term of Office

Your Committee on Teachers' Salaries and Term of Office, with the cooperation of the Fact-Finding Committee, undertook to continue the recent practice of including in its report data for the current school year. That undertaking necessitated asking county and city superintendents for reports on salaries and tenure. They were requested to report salaries paid last year and promised this year, also the number of years each teacher now employed has been in the position he or she now holds, including this year.

Seventy-one county superintendents and approximately five hundred city and town superintendents sent in reports. The work of tabulating the data was done under the direction of Dr. Capps and Mr. Vaughan, members of the Fact-Finding Committee. Consequently, we are indebted to them for what is here presented.

Salaries of Missouri teachers reached an all-time peak for the school year 1930-31, then dropped at an accelerating rate for three years until the average reduction was approximately twenty-six and one-half per cent. That reduction would not have been so serious had it applied alike to all teachers. Such was not the

case, however. The reduction ranged from ten per cent or less in some of the wealthier communities to fifty per cent or more in the poorer sections of the State.

We are glad to report that the upward trend of teachers' salaries in Missouri, which began with the school year 1934-35, but apparently was checked for the school year 1935-36, is decidedly manifest for the school year 1936-37. In order to show the trend for the three years, we have used data assembled by Mr. Vaughan for the school year 1934-35 as well as the data assembled especially for this report.

Unfortunately, the time available for the tabulation of reports sent in from high school districts was too short to permit the presentation of data for the larger school systems of the State. It is believed, however, that data relative to the smaller systems only will reveal the trend of salaries and the general conditions as regards tenure.

The following table shows, for the school years 1934-35, 1935-36, and 1936-37, the average annual salaries of elementary teachers, high school teachers, and superintendents, in the smaller high school systems, and the average monthly salaries of rural teachers.

TABLE 1  
Salaries of Missouri Teachers for the School Years 1934-5, 1935-6, and 1936-7

Classes of Districts and of Teachers	School Year			Increase
	1934-5	1935-6	1936-7	
<i>Districts Employing One High School Teacher</i>				
Average Annual Salary of Superintendents	\$ 704	\$ 756	\$ 824	10.9%
Average Annual Salary of Other H. S. Teachers	498	491	552	11.2
<i>Districts Employing Two High School Teachers</i>				
Average Annual Salary of Superintendents	\$ 842	\$ 862	\$ 978	11.3%
Average Annual Salary of Other H. S. Teachers	624	647	703	10.9
Average Annual Salary of Elementary Teachers	468	532	560	10.5
<i>Districts Employing Three High School Teachers</i>				
Average Annual Salary of Superintendents	\$ 990	\$ 943	\$1,036	11.0%
Average Annual Salary of Other H. S. Teachers	688	664	723	10.9
Average Annual Salary of Elementary Teachers	494	491	529	10.8
<i>Districts Employing Four High School Teachers</i>				
Average Annual Salary of Superintendents	\$1,171	\$1,122	\$1,200	10.7%
Average Annual Salary of Other H. S. Teachers	757	738	770	10.4
Average Annual Salary of Elementary Teachers	526	541	567	10.5
<i>Districts Employing Five H. S. Teachers</i>				
Average Annual Salary of Superintendents	\$1,360	\$1,271	\$1,366	10.7%
Average Annual Salary of Other H. S. Teachers	826	771	837	10.9
Average Annual Salary of Elementary Teachers	592	534	581	10.9
<i>Districts Employing Six High School Teachers</i>				
Average Annual Salary of Superintendents	\$1,640	\$1,563	\$1,641	10.5%
Average Annual Salary of Other H. S. Teachers	904	847	933	11.0
Average Annual Salary of Elementary Teachers	611	603	636	10.5
<i>Rural Districts, No High School Maintained</i>				
Average Monthly Salary of Teachers	\$ 57	\$ 56	\$ 62	11.1%

The data presented in Table 1 show slight reductions for the school year 1935-36, in comparison with the school year 1934-35, in the salaries of rural teachers in some classes of high school districts, but general and almost uniform increases in the salaries of all classes of teachers in all classes of districts for the school year 1936-37, in comparison with the school year 1935-36. The average increase this year, in comparison with last year, is approximately eleven per cent, as indicated by the data at hand.

The salary decreases shown by the data presented in Table 1, for the school year 1935-36, as compared with the school year 1934-35, confirm the accuracy of the report of the Committee on Salaries and Tenure at St. Louis last year. The data presented in that report showed decreases in the salaries of more than half of the classes into which teachers in high

school districts were divided in the report. The data presented this year show decreases in the salaries of two-thirds of the classes into which teachers in high school districts are divided, when salaries for 1935-36 are compared with salaries for 1934-35, also a decrease in the average salary of rural teachers.

What seems to have happened the last three years is this: a slight general increase in salaries for the school year 1934-35; no increase, possibly a slight decrease for the school year 1935-36; and a general increase of ten per cent or more for the school year 1936-37. It seems, however, that the increases to date offset less than half of the decreases made from 1931 to 1934.

That salaries in many places are still lower than they should be under existing conditions, especially in rural districts, is indicated by the data presented in the next table.

TABLE 2

## Highest and Lowest Salaries of Rural Teachers 1935-6 and 1936-7

Salaries	Highest		Lowest	
	1935-6	1936-7	1935-6	1936-7
Average Monthly salary for a County	\$ 81.60	\$ 85.69	\$41.60	\$46.17
Salary Paid an Individual Teacher	125.00	125.00	20.00	25.00

If the lowest salaries were paid in the poorest counties the data presented in Table 2 would not be surprising. Such is not the case, however. For both years, the lowest salaries were paid in counties of the wealthier sections of the State. The poorest counties in the Ozark region are paying their rural teachers salaries that average around ten dollars a month higher than the salaries paid in some of the counties in the better agricultural sec-

tions of the State.

The only information we have relative to tenure is that showing the number of years teachers now employed have held their present positions. That information is presented in the next table, in the form of averages for superintendents, high school teachers, and elementary teachers, in rural districts and districts employing from one to six high school teachers.

TABLE 3

## Average Tenure of Missouri Teachers School Year 1936-7

Classes of Teachers	Average Tenure in Years						Rural Dists. ..	
	Dists. Employing	H. S. Teachers	1	2	3	4	5	6
Superintendents	3.6	3.6	3.7	4.0	4.1	7.6	..	
High School Teachers	..	3.1	3.1	2.8	3.1	4.7	..	
Elementary Teachers	3.1	3.4	3.3	3.7	4.2	4.3	2.2	

The data presented in Table 3 indicate that, in the smaller high school districts of the State, the average time a teacher remains in the same position is little more than three years, and that in the rural districts the average time is little more than two years. The situation as regards rural teachers is better shown by the fact that, of the teachers employed this year, 45.9 per cent are serving their first year in the positions they now hold, 27.1 per cent are serving their second year, 12.2 per cent are serving their third year, 5.8 per cent are serving their fourth year, 3.4 per cent are serving their fifth year, 2.1 per cent are serving their

sixth year, and only 3.5 per cent have been in their present positions seven years or more.

We conclude this report with an expression of the hope that the recent upward trend in the salaries of Missouri teachers will continue as school finances permit, and that with better salaries and the prospect of financial security upon retirement, will come also better teacher preparation and greater security of tenure.

Committee on Teachers' Salaries  
and Term of Office  
Vest C. Myers  
D. R. McDonald  
Hugh K. Graham.

## In Memoriam

Report of Committee on Necrology, Anna L. Swartz, Chairman

### The following teachers have died during the year 1935-1936

Aly, Mrs. Addie Johnson, Columbia	Lehman, H. B., St. Louis
Austin, Belle, Kansas City	LeMasters, Alice, St. Paul, Minnesota
Bain, Bertha, Kansas City	Martin, Emily, Kansas City
Barks, James A., Cape Girardeau	Martin, N. E., Slater
Barlow, Edna, Joplin	McCaw, Harry R., Rolla
Bass, Mrs. Walter, Houston	McCoy, Harvey, St. Louis
Bergmann, Wilhelmine K., St. Louis	McCoy, Susan, Carthage
Birkenhauer, Louise, Kansas City	McCrea, Jennie C., St. Louis
Blessing, Tracy, New Hampton	McDonald, James, Jackson
Bowen, Irene E., St. Louis	McKinley, E. S., Jasper County
Breidenstein, Della, Granger	McMullin, Ida Green, St. Louis
Bridges, Bertha E., St. Louis	Meek, Mrs. Margaret, Canton
Choisel, Augusta M., St. Louis	Michael, Mrs. Elias, St. Louis
Chrisman, Golda Belle, Darlington	Mitchell, Lillie C., St. Louis
Cooke, Kate E., St. Louis	Moore, Wm., Fornfelt
Coram, J. E., Howell County	Moran, Mary E., St. Louis
Crowe, Esther, Kansas City	Nolan, Mary, St. Louis
Curtis, Flora, Independence	O'Connell, Annie D., St. Louis
Davis, Mrs. Irene, Raymore	Paine, Faye, Crocker
Davison, Freida, Gilliam	Paine, Fern, Crocker
Dillenbeck, P. K., Kansas City	Parker, Vola, Mindenmines
Douglass, Mabel, Benton City	Parsons, Mary S., Sedalia
Douglass, Stephen A., St. Louis	Perrin, W. S., Conway, Arkansas
Emory, George, Cape Girardeau	Porter, Geo. T., Columbia
Edwards, Anna Maud, Cooper County	Powell, Norval, Neosho
Entrekin, Nancy Jane, Slater	Quinn, Blanche E., St. Louis
Evans, Wm. P., St. Louis	Rahner, Mary A., St. Louis
Fahey, Lucille, Kansas City	Reynolds, Ruth, Faucett
Fisher, Ira E., Strasburg	Rippee, Virgil, Wright County
Fowler, Mayme, Slater	Robertson, Mrs. P., Chillicothe
Gibson, Ida, Greenfield	Search, Marion O., Cole Camp
Greene, Gertrude, Kansas City	Shaner, James C., Irondale
Griffith, W. W., Ferguson	Sillaway, Elsie, Lanton
Groce, Florence, St. Charles	Slater, Chas. H., St. Louis
Hamilton, Virginia, Lakenan	Sowers, Anna Lee, Waverly
Hanley, Mollie P., St. Louis	Sprague, Bertha, Salem
Hansell, Claudine, Ridgeway	Staggs, Ruth, Madsen
Hare, Marguerite, Springfield	Stagsdale, Mrs. Jesse S., Webster County
Hartley, Hazel, Ozark	Steele, Minnie, Oak Ridge
Hemming, Mrs. Lucy D., Canton	Suiter, Alberta, Barton County
Hereen, Margaret A., St. Louis	Templin, W. H., Kansas City
Highfill, Brilla, Springfield	Teuscher, Adele S., St. Louis
Hobbs, Vada Mae, Gainesville	Vogt, Alma M., St. Louis
Hulsey, Paul, Keysville	Volkmann, Edith, St. Louis
Jackson, Mrs. Lucille, Hallsville	Webster, Elma J., Kansas City
Jenkins, La Motte N., Kansas City	Webber, Arthur, Sligo
Johns, C. F., Higginsville	Weeden, Ethel R., St. Louis
Jones, Charlene, Independence	Westhold, Amanda, Hannibal
Joyce, Tom, Cape Girardeau	White, Kathryn, Carthage
Kindervater, A. E., St. Louis	Whorton, Bernadine, Gentry
Lay, Gilbert, Sullivan	Wilkinson, J. L., New Haven

## Report of the Executive Committee

Sections 7 and 8 of Article VI of the Constitution of this Association make it the duty of the Executive Committee to present to the Assembly of Delegates (1) the complete reports of the several committees provided for in the Constitution, and (2) a report of its own actions and recommendations. The performance of that duty, on behalf of the Executive Committee, devolves upon me, as its Chairman.

### Committee Reports

Custom has decreed that, instead of embodying the full texts of the reports of other committees in its annual report, the Executive Committee shall present those reports either in printed form or through representatives of the committees. The customary procedure will be adhered to on this occasion. Consequently, only brief mention will be made of the reports of other committees.

### Committee to Study the Problems of Rural Education

At the regular annual meeting of this Association in St. Louis, November 7-9, 1935, the Assembly of Delegates adopted a resolution recommending to the Executive Committee that a special committee be appointed to make a critical and comprehensive study of the problems relating to rural education in Missouri, both elementary and secondary. In conformity with that resolution, the Executive Committee appointed Lloyd W. King, State Superintendent of Public Schools, John W. Edie, County Superintendent of Schools, DeKalb County, and T. E. Vaughan, Assistant Secretary of the Missouri State Teachers Association, as the special committee to make the study. Parts of the report of that committee have appeared in the last three issues of *School and Community*, and the full report is now in your hands in printed form. The length and statistical nature of the report preclude its being read to this body. The Executive Committee, however, recommends a careful study of the report by all who are interested in the cause of public education in Missouri.

### Organization Committee

Another resolution adopted by the Assembly of Delegates at its meeting in St. Louis last year directed the Executive Committee to appoint a committee of twenty-five members "to study the matter of re-organization of the Missouri State Teachers Association." In conformity with that resolution, the Executive Committee appointed the following named persons as members of the committee: Dessa Manuel, Bolivar; C. A. Phillips, Columbia;

Anna E. Riddle, St. Joseph; Katherine Andrews, Clarence; Alice Bovard, Kansas City; Anna H. Egan, Kansas City; Wade C. Fowler, Nevada; Willard E. Goslin, Webster Groves; Fred B. House, Warrensburg; Fred L. Keller, Tarkio; James R. Kerr, St. Louis; P. M. Marshall, Springfield; Don Matthews, Sullivan; M. D. Robbins, Fredericktown; F. L. Skaith, Gower; Kathryn Spangler, Clinton; Hildred Spencer, Milan; L. S. Pinkney, Kansas City; J. F. Taylor, Kennett; Jessie Via, Rolla; Mathilda Winkleman, St. Louis; L. E. Ziegler, Boonville. The report of that committee, chiefly in the form of proposed amendments to the Constitution of this Association, appeared in the September and November issues of *School and Community*, is printed in the Official Program of this meeting, and will come up for consideration by this body before its final adjournment.

### Other Committees

The reports of other committees will be presented by their chairmen, as indicated on the Order of Business to be recommended to this Assembly at the end of this report.

### Routine Work of the Executive Committee

Much of the work of the Executive Committee is of a routine nature. It meets periodically, receives reports and recommendations from the Executive Secretary and his assistants, and establishes policies relative to its constitutional responsibilities for "all work of the Association." Such policies relate principally to the usual activities of the Association in connection with finances, the enrollment of members, the publication of an official organ, and the promotion of the work of the Pupils Reading Circle. Consequently, this report would be incomplete without a brief reference to each of these activities.

### Finances

We have heard a good deal in recent months about balancing the budget, especially with reference to national, state, and local political units. It is a pleasure to report that the Missouri State Teachers Association has not only balanced its budget during the recent period of general financial stress, but that it has maintained a reserve and has added slightly to that reserve. From July 1, 1930, to June 30, 1936, the Association paid its way and increased its net worth by \$2,853.70, an average increase of \$570.74 a year throughout the five-year period. From July 1, 1935, to June 30, 1936, the Association showed a net operating gain of \$5,498.86. On June 30, 1936, the net worth of the Association was \$125,559.59, represented by the following items:

## SCHOOL AND COMMUNITY

<b>Assets</b>	
Building and Equipment -----	\$ 64,841.59
Bank Deposits -----	19,094.31
Investment in Government Bonds -----	35,429.21
Accounts Receivable -----	6,649.16
Checks and Warrants -----	1,757.07
Inventory of Reading Circle Stock -----	759.06
<b>Total Assets -----</b>	<b>\$128,530.40</b>
<b>Liabilities</b>	
Life Membership Account -----	\$ 1,290.00
Membership Dues for 1936-37 -----	1,664.00
Sales Tax not yet remitted to State -----	16.81
<b>Total Liabilities -----</b>	<b>2,970.81</b>
<b>Excess of Assets over Liabilities -----</b>	<b>\$125,559.59</b>

The outlook for the current fiscal year, from July 1, 1936, to June 30, 1937, is that the Association's expenditures will exceed its income. The budget proposed for this year is out of balance by \$6,000.00. No decrease in income is anticipated, but appropriations have been increased, principally for the Committee on Teacher Retirement, to defray the expense of the successful campaign for the adoption of the Constitutional Amendment Number Three, thus completing the work for which it was created, and for assistance to the State Department of Education in the revision of the State courses of study, an undertaking in which several committees, made up of members of the Association, are cooperating with the State Superintendent of Public Schools. This temporary excess of expenditures over income is made possible by reason of the fact that the Association has a reserve fund, accumulated in past years. Without a reserve, unusually heavy expenditures during any year would bring financial embarrassment.

Detailed statements showing receipts and expenditures for the last fiscal year, the financial status of the Association at the end of that year, and estimated receipts and expenditures for the current fiscal year, are in your hands in printed form.

#### Enrollment

The campaign for the enrollment of members has been pushed with the usual vigor, and the cooperation of local workers has been better than ever before. Through the combined efforts of the State, district, and community associations, county and city superintendents, and other active workers, the campaign for members has been carried to every teacher in the State. The result is a prospective membership of 23,000 or more, a substantial increase over the membership of 22,500 for the school year 1935-36, and a close approach to the greatest membership the Association has ever had. The steady increase in enrollment during this and the two preceding school years is evidence of better times for teachers, gratitude for the work the Association has done, and loyalty to their chosen profession.

#### School and Community

There has been no significant change during the past year in the editorial policy of the Association's official organ, *School and Community*. It has continued to carry to the members of the Association each month timely messages relative to educational problems,

and has maintained its high standard of excellence in the field of professional journalism.

The income from advertising in *School and Community* during the last fiscal year was approximately \$8,000.00, only \$500.00 more than for the preceding fiscal year, and a little more than half the income from that source six years earlier. The estimated income from advertising for the current fiscal year is approximately the same as for last year. No great increase in the income from that source seems likely to come in the near future.

#### Reading Circle

Net sales by the Pupils Reading Circle reached a total during the last fiscal year of \$92,343.39, an increase of \$15,461.76 over the net sales for the preceding fiscal year. The volume of sales has been increasing steadily since the fiscal year 1932-33, when the total volume was only \$37,084.00, and a further increase is in prospect for the current fiscal year.

The net profit of the Reading Circle during the last fiscal year was approximately eight per cent of its sales. The net income from that source was \$7,317.67, or \$1,818.82 more than the net income of the Association from all sources. Consequently, without the Reading Circle, the Association would have sustained an actual loss during the last fiscal year. While it may not be generally realized, it is true, nevertheless, that the expenditures of the Association have, for many years, exceeded its income from membership fees alone.

#### Teacher Welfare

The Constitution of this Association makes the Executive Committee a permanent committee on teacher welfare. In that capacity, the Executive Committee has done several things not previously mentioned in this report.

#### Group Insurance

The Association's plan of group insurance has been in operation since June 1, 1927. During that time, the claims paid to members and their families have reached a total of \$595,475.00. Because of abnormally low premium rates during the first five years, the claims paid have greatly exceeded the premiums collected. During the three-year period, however, from June 1, 1932, to June 1, 1935, the premiums collected exceeded the claims paid by approximately \$15,000.00 a year, but from June 1, 1935, to June 1, 1936, the claims paid again exceeded the premiums collected. The claims incurred during the first five months of this premium year indicate that claims will be less than premium collections. Claims must continue to be less than premium collections, if the present schedule of rates is to be maintained.

The number of persons carrying insurance under the group plan increased only slightly during the fiscal year ending June 30, 1936. The number paying insurance premiums during that year exceeded the number paying premiums during the preceding fiscal year by only thirteen. This does not mean that only

thirteen new members were added to the group during the year. It means that the number of new entrants exceeded the number of withdrawals by thirteen. As stated in the report of the Executive Committee a year ago, the personnel of the group is undergoing a constant change.

The amount of insurance in force during the last fiscal year was almost exactly the same as during the preceding fiscal year, namely, a little more than three millions of dollars. The total amount of premiums collected was slightly more than \$46,000.00 each of the last two years. The average age of the persons insured now stands at approximately fifty-one and one-half years.

The number of inquiries about the insurance offered by the Association and the number of applications received have been on the upward trend for several months. Consequently, it seems safe to predict that this year will bring an increase in the number of persons carrying the insurance.

The present group insurance contract with the North American Life Insurance Company of Chicago will terminate on June 1, 1937. In order to prevent the prorating of premiums during the last premium year under this contract, a process which would certainly have resulted in a considerable loss in membership, the Executive Committee arranged for a renewal of the contract last April. The new contract differs from the one under which we have operated since June 1, 1932, in two respects, both of which are regarded as advantageous to the group. Although an explanation of these changes has been sent to members of the group and has been printed in an advertisement in *School and Community*, it seems wise to repeat it here.

The new contract is on a continuing basis, instead of a five-year basis, as in the past. Under the terms of the contract, the insurance company binds itself to continue the insurance as long as the Association desires its continuance, but in return the company is given the right to adjust rates at the end of any premium year, such adjustment, however, to be on the basis of the company's experience with the group. This arrangement seems fair to both parties to the contract. The company is in a position to protect itself against loss, and the Association is in a position to terminate the contract and seek a new insurance connection if it feels at any time the rates are higher than they should be.

The new contract also eliminates the total permanent disability feature of the insurance. This change seemed unavoidable, since the insurance company flatly refused to renew the contract otherwise, and since the tendency with all reputable insurance companies is towards the elimination of total permanent disability coverage in new policies. From the standpoint of the Association, this change seemed advisable, for two reasons: (1) because the total permanent disability feature of the insurance has been a constant source of

worry, leading in some instances to litigation, and (2) because its elimination would have a tendency to forestall an increase in premium rates.

#### Credit Unions

Because of requests from several sources for some action in the matter, the Executive Committee last spring appointed a committee to make a study of credit unions and to recommend a policy to be pursued by the Association in relation to such organizations. This committee, composed of Mr. Leslie H. Bell, of Lexington, Mr. John W. Edie, of Maysville, Miss Mary C. Ralls, of Kansas City, and Mr. T. E. Vaughan, of Columbia, made a report to the Executive Committee at its meeting in September. The report recommended that the Executive Committee encourage the organization of credit unions among teachers by working through representatives of the several district associations. Pursuant to this recommendation, the Executive Committee called a meeting of representatives of the several district associations in Columbia on September 26, and recommended that provision be made for the discussion of credit unions at the different district association meetings. As a result of this action, considerable interest in the subject of credit unions has been aroused, and some new unions have been organized.

#### Teacher Retirement

The report of the Committee on Teacher Retirement Fund, given by Miss Genevieve Turk and adopted by the Assembly of Delegates in St. Louis last November, contained the following paragraph:

"Your committee urges, and asks at this time for authorization by this Assembly of Delegates, that initiative petitions again be circulated to place this proposal upon the ballot in the general election of November, 1936, with the condition that all procedure affecting it shall have the concurrence of the Executive Committee of the State Teachers Association."

Accordingly, the Executive Committee authorized this circulation of petitions and cooperated in every way with the Retirement Fund Committee and other groups throughout the state in the campaign for the number of signatures requisite for placing the proposed constitutional amendment on the ballot. After the requisite number of signatures had been obtained, the Executive Committee appropriated funds for use in the campaign for its adoption, and lent its full support to those in charge of the campaign. The outcome is evidence of the effectiveness of the work done by all concerned.

#### Teachers' Salaries

The Executive Committee, working through the central office staff, and in cooperation with the State Department of Education, county superintendents, and city superintendents, endeavored last spring to bring about such an increase in the salaries paid teachers as school finances would justify. The plan used by the Association was (1) to assemble and distribute data relative to school finances, (2) to ask for reports on salary increases where

teachers were employed early, and (3) to pass these reports along to be used by superintendents in their efforts to get increases for the teachers under their supervision. The State Department of Education, under the leadership of State Superintendent King, also worked persistently for salary increases, as did county superintendents and city superintendents throughout the State. The result of the combined efforts of all these agencies is that teachers in Missouri are this year receiving better salaries than they have received for several years.

#### A New Practice Instituted

As a means of showing to the members of the teaching profession in this state that faithful and courageous service on their part is recognized and appreciated by their fellow workers, the Executive Committee has this year instituted the practice, which it hopes will be continued, of bestowing upon a limited number of persons a distinguished service award, in the form of a medal and a certificate to be presented at one of the general sessions of the annual meeting. The Executive Committee has this year selected three persons whom it deems worthy of the award, and upon whom it will be bestowed during this convention.

#### Conclusion

Everything considered, the last year has been a banner year in the history of the Missouri State Teachers Association. Membership has shown a satisfactory increase, the business efforts of the Association have brought gratifying results, community associations have shown signs of increased activity, salaries of teachers have been increased, and the general educational outlook is decidedly optimistic. We think we see the dawn of a better day, and we rejoice in the prospect.

#### Order of Business Recommended

The Executive Committee recommends for the approval of the Assembly of Delegates the following order of business:

1. Selection and announcement of Committees on Time and Place, Nominations, and Resolutions.
2. Report of the special committee on the organization and administration of the Missouri State Teachers Association.
3. Reading of proposed amendments to the Constitution of the Missouri State Teachers Association.
4. Report of the Committee on Necrology.
5. Report of the Committee on Professional Standards and Ethics.
6. Report of the Teachers Retirement Fund Committee.
7. Report of the Committee on Teachers' Salaries and Term of Office.
8. Report of the Legislative Committee.
9. Report of the Committee on Sources of Larger Revenue.
10. Report of the Committee on Resolutions.
11. Vote on the proposed amendments to the Constitution of the Missouri State Teachers Association.
12. Report of the Committee on Time and Place.
13. Report of the Committee on Nominations.
14. Other Business.

#### THE EXECUTIVE COMMITTEE

Ethel Hook, Chairman  
W. W. Parker, Ex-officio  
Henry J. Gerling  
Leslie H. Bell  
Mary C. Ralls  
John W. Edie  
Alice Pittman

## The Problems of the Elementary School

By Wayne T. Snyder.

**T**HREE MAY BE SOME agreement among the leaders in the elementary school field about what our problems are, but there is apparently no agreement on the solution of them. The misunderstanding regarding the solution of the problems is unimportant because there are at least three immediate variables to be encountered in the solution of any educational problem that any one may set up. These immediate variable factors are: The individual teacher, the children and the children's parents. If the teachers can arrive at some common understanding relative to what the basic problems are, we will have moved to a certain extent in the

right direction. Categorically speaking the problems are to teach the children the basic knowledges and skills and to help them develop wholesomely well-integrated personalities. There may be other problems that cannot be classified under either of these two headings and there is no distinct line of demarcation between these two mentioned, but they will suffice for this brief article.

The Curriculum Revision movement at present is gaining momentum and no one can tell yet just how far the movement will take us or how far it should take us but there are some basic knowledges and skills that we will all cling to for a long

time and perhaps indefinitely. Therefore those are the ones that constitute our problems. Reading is unquestionably a fundamental that we must take care of in the elementary school. We will forever be teaching the boys and girls to get the thought from the printed page and must teach them all the skills involved in doing this. The child who has been well taught in reading will be skilled in pronunciation, in enunciation, in the ability to read rapidly, in the ability to skim and in the ability to organize the subject matter read. He will know how to use a table of contents, an index and the dictionary. He will discern how to use reference books, how to outline, how to arrange ideas in proper order, how to read graphs and maps, how to evaluate or select and how to summarize. In short, he will be trained as a reader.

In spite of future curriculum revision we are still going to teach the child some fundamental geographic concepts. If he is properly taught he will have a working knowledge of climatic conditions, of natural resources, of industry, of locations and of social customs. He will also have some understanding of the effects these things have on the rest of the world.

We will continue to teach the child some of the things that have gone on in the past. He must be informed of some of the great characters who have gone before him and of some of the significant social events of the past. He must possess some appreciation and understanding of the reasons why we are doing what we are doing.

Our problem is going to continue to be to teach the children the universal language, music and the other arts. It is our duty to do this better than we have been doing it. In fact this is true of all of our teaching. We must strive to do it better. It is our job to teach our pupils music and to help them become skilled in expressing it. This also goes for Art and for English. It goes without saying that we must continue to do a better job of handling the health problem.

We will also continue to teach the knowledges and skills involved in writing and in spelling. That is our problem now and we must do a better job than the good one we have been doing. All of this

then, is in brief one of the two problems and we need to use all of the techniques and devices available to solve this problem.

To help the child to develop a wholesomely, well-integrated personality is not a problem that is separate and apart from that of teaching him the fundamental knowledges and skills. Knowledges and skills of a certain kind can be taught without giving any consideration to the child's social development but the converse of this statement is not true.

In the traditional school it was question and answers. If the child was told a fact and he could recite it verbatim the next day, he was well-taught. Personality could take care of itself. To think of the child from the standpoint of a mental hygienist would have been preposterous.

There is a common agreement now, I believe, that we should help our children to have more initiative, to encourage them in their creative endeavors, to assist them in their various phases of expression and to provide opportunities and offer guidance in such a manner that they may become more cooperative. Some authorities and writers and some experimentors recommend the child-centered school to accomplish this end. Some believe it can be achieved through the project method or the problem method. Others advocate the integrated or fusion plan and still others believe it can be done in the traditional classroom situation. There are school systems that have a special period in the day set apart so that each teacher can emphasize that part of a child's education that is usually neglected in the typical school.

It is the writer's opinion that any and all of these methods can and perhaps should be utilized, if discretion is used, in helping the child to get a well rounded training. A project in the language class that has developed from some child's or group of children's particular interest may provide an ideal situation to develop creativeness and to offer opportunities for natural and wholesome expressions. A problem to be solved for a unit's work in geography may be an opportune place to help the children learn how to study. That is, they can use the reading skills mentioned above. It provides a splendid

opportunity for cooperation as well. If it is the study of our own country it might provide the background for a lesson on citizenship or patriotism. If it is the study of a foreign nation then the time might be ripe for a lesson on world peace or one on internationalism.

In addition to teaching the facts and skills it is essential that the child is emotionally adjusted and that he develop desirable habit patterns. His attitude must be in harmony with the better things of our society and he should not be robbed of the privilege of finding and pursuing his own interests. If these ends can be accomplished by some sort of class project then the project method should be used. If it is correlation or integration of some of the subjects that the particular teacher can do best to get the desired reward then she should use this method. If the correlation of the given number of subjects, say history, music, art, language and reading, is used in a project to help the children to better become socially and psychologically adjusted then we can all agree that the integrated method is desirable for that specific task.

It may be that in this process some new knowledges and skills may be learned while another large part of the project may be expressions and manifestations of certain knowledges and skills previously learned. The teacher should be conscious of this and not be led to believe that the final results of the project prove that everything in it was learned during the period of its development. The children may learn a lot of art, for example, but if so the teacher will have to take time out and teach them some art. It will be the same for any of the other subjects.

To expect all the children to be and continue to be socially and psychologically adjusted with the same kind of activity work is just as ridiculous as it is to ex-

pect them all to achieve the same amount academically. So as we use diagnostic and remedial measures in teaching the knowledges and skills we must also use a similar procedure in training children's personalities. We will need all of the scientific data we can get regarding his ability to learn, the amount of academic information he has learned, his physical condition, etc. We will need his psychograph and his family record. This all calls for a comprehensive accumulative record system.

For the child to maintain the proper attitude and for him to have desirable habit patterns and for him to develop socially in a well rounded manner we know that the cooperation of his parents is indispensable. It therefore becomes our duty to interpret our school program to the parents and to enlist their help in solving the problem. For the most part we will find parents willing to cooperate and eager to learn more about their children. In a large number of cases parents will be susceptible to advice on the training of their children. Such a program can be sponsored by the school through the Parent-Teacher Association and by special programs.

We have been talking for a long time about teaching boys and girls and not subject matter. This has been said so many times that it has become trite but it is still true. We have to teach the boys and girls something so we call it subject matter. The subject matter within itself has no value but when it is used to think with, to reason with, to form opinions with and to shape character with, it then has value. The good teacher is teaching the knowledges and skills to their pupils and the pupils are using them if properly guided, in developing wholesomely well integrated personalities. Those are the problems of all of us.

---

**Before co-operation comes in any line, there is always competition pushed to a point that threatens destruction and promises chaos; then to avert ruin, men devise a better way, a plan that conserves and economizes, and behold it is found in co-operation.**

## Personality Traits In The Teaching Profession

As analyzed by ninth grade students

Hazel L. Shelton

Have you as a teacher ever wondered just what the children you were teaching thought of you as a person? Under the stress of modern occupational competition individuals have felt the necessity of studying themselves to determine just what factors determined success or failure. However, self examination is often faulty, so that objective examination becomes more effective. Children are candid, so that if we are willing to bear the truth we can obtain much valuable information about ourselves.

A ninth grade class was studying occupations and was given the task of listing one quality which they admired or disliked about each teacher they have had. In this particular school system the students have had approximately twenty teachers, so that they should be able to form some idea of the desirable and undesirable traits.

Among the qualities which the students admired, the following were listed most frequently:

1. friendly
2. good disposition
3. good teacher

4. good sport
5. fair, impartial
6. gave good grades
7. understood pupils
8. helped pupils

The following qualities are the ones for which the pupils disliked the teacher:

1. bad disposition
2. anger
3. too easy
4. too cranky, grouchy
5. unfair
6. scolding
7. punished too much
8. overbearing
9. teased and embarrassed pupils
10. silly ideas
11. gave silly answers
12. changeable disposition
13. lack of discipline
14. lazy and indifferent in classroom.

Although the terminology "good teacher" is rather indefinite, the meaning, according to the students, seems to be that the teacher is kind and even tempered.

How do you rank according to this estimate of teaching ability?

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The Horace Mann Centennial Committee  
1201 Sixteenth St., N. W.  
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**O**NE of the most important features of the Centennial is the plan to place in the libraries of a large number of educators and laymen, the inspiring *Life of Horace Mann* by his wife, Mary Mann. This biography, first published in 1865 and reprinted in 1891, has long been out-of-print and unavailable.

Mrs. Mann's biography of her distinguished husband is the best account we have of his life and is indispensable to an understanding of his spirit and achievements. It quotes at length from his private journal which has never been published elsewhere, and gives a stirring account of his great work as secretary of the Massachusetts Board of Education, as member of Congress, and as president of Antioch College. It also contains his famous baccalaureate address at Antioch in 1859.

By our cooperative efforts this invaluable biography of more than 600 pages can be made available at an amazingly low price, using a special photographic process to reproduce this new edition in facsimile from one of the earlier copies. The frontispiece is a portrait of Horace Mann.

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## Birch Tree Holds Ozark Music Festival

From the Capaha Arrow

Mr. A. S. J. Carnahan, Superintendent of Birch Tree School system, during the week of November 23 to 28, initiated one of the most interesting music festivals ever to be held in the Ozarks. Mr. J. Clyde Brandt, Director of Men's and Women's Glee Clubs and A Cappella Choir, and Mr. O. L. Wilcox, director of violin, orchestra, and band, both of the Southeast Missouri State Teachers College, trained and directed the group.

Invitations were sent to neighboring high schools that had a regular department of music to take part in the Festival. Nine schools were represented by the 75 pupils who participated: Birch Tree, Shannon County; Cape Girardeau, Cape Girardeau County; Ellington, Reynolds County; Mountain Grove, Wright County; Summerville, Texas County; West Plains, Howell County; Willow Springs, Howell County; Winona, Shannon County; Van Buren, Carter County. The selections were so made that there was complete instrumentation for orchestra and band.

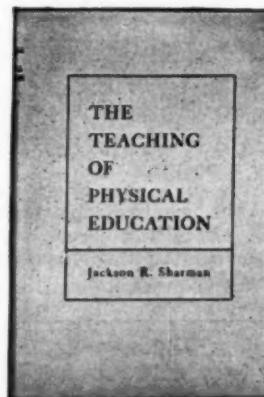
On Monday morning the pupils met the instructors. Places were assigned. 55 made up the band; 50, the orchestra; after try-outs, 22 boys were named for a glee club; 20 girls for another glee club; 65 voices were in the mixed chorus. An octette of woodwind instruments was organized; one oboe, one flute,

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## SCHOOL AND COMMUNITY

four clarinets, two bassoons. A schedule of classes was announced and the group began practice. Mr. J. Clyde Brandt instructed all the vocal organizations; Mr. O. L. Wilcox, the band and orchestra.

Monday, 9:10:30 a. m., band; 10:30-12:00 m., mixed chorus; 1:00-2:30 p. m., orchestra; 2:30-4:00 p. m., boys' and girls' glee club; 4:00-5:00 p. m., small groups—quartettes soloists; 7:00-7:30 p. m., boys' glee club; 7:30-8:00 p. m., girls' glee club; 8:00-9:00 p. m., orchestra; 9:00-10:00 p. m., mixed chorus.

The same routine was followed Tuesday and Wednesday until 5:00 p. m. In the evening all 75 went about 45 miles to Willow Springs for a concert. Mr. Carnahan used school busses and private cars to transport the students.

Thursday was Thanksgiving. The orchestra practiced from 9:00-10:30 a. m.

The citizens of Birch Tree had a union service which started at 10:30 a. m. and the group furnished all of the music. The orchestra played a prelude, the mixed chorus sang three numbers; "God of Our Fathers," by Warren; "Glory to Him," by Rachmaninoff, and "Sun-dawn," a sacred adaptation of the Londonderry Air. The girls' glee club sang two 16th century carols by Praetorius, "Lo, How a Rose E'er Blooming" and "While Shepherds Watched Their Flocks by Night." The orchestra played a postlude.

Thursday afternoon was given over to rehearsals. In the evening the visitors were entertained in the Birch Tree High School. The party was under the direction of Mr. Carnahan.

Friday morning there were rehearsals from 9:00 to 10:30 a. m. At 12:00 noon the boys and girls left for Fremont where they gave a concert in the high school. This program included all they had learned. The mixed chorus, boys' glee club, girls' glee club, boys' quartette and girls' quartette sang; the orchestra played an overture and suite; the band, overtures and other selections. There were vocal solos, piano solos, solos on the flute, violin, cello, bassoon, trumpet, and French horn, and a bassoon duet. Friday night the students went to Van Buren where they gave a concert in the new court house. And here they enjoyed a dinner with all the Thanksgiving trimmings, which was provided by the citizens of Van Buren.

On Saturday there were two periods of practice: 10:00-12:00 and 2:00-4:00 p. m. In the evening of that day came the climax of the festival when the guest musicians presented a concert for the people of Birch Tree.

To Mr. A. S. J. Carnahan belongs the praise for initiating and successfully presenting this unique music festival. He is an alumnus of Southeast Missouri State Teachers College, having received his B. S. degree in 1926. The town of Birch Tree, which lies in the heart of the Ozarks, has a population of only 500, but the men and women were interested in Mr. Carnahan's plans and provided rooms and board for the 75 visitors that were there through the week.

Miss Hazel Duncan, sister of Oscar Duncan, '40, was the accompanist for all vocal events. She is an instructor in the Birch Tree School system.

## Parent-Teacher Community Project

Mrs. L. D. Dodd

In order to coordinate the work of the various character-building agencies in Crystal City, Missouri, the parent-teacher association has selected "School and Community Relationship" as the general subject for discussion for the year 1936-37. At each meeting one phase of this subject dealing with the growth of a closer correlation between the school and the community is discussed.

One aspect, the "Relationship Between the High School Student and the Community," was developed at a recent meeting. This was not only an interesting problem for discussion, but also presented a worthwhile project for correlating the work done by the community and the school for youth.

The responsibility of the school was studied for a week by the English classes. The subject was developed along two lines: what the community does for the high school student; and what the high school student owes his community. This topic was also used as a project in the public speaking class. Two students presented their conclusions at the parent-teacher meeting.

The responsibility of the community is lodged in various agencies such as the church, home, and civic organizations as well as the school. The home is recognized as the greatest character-building influence. Churches are supported to aid in the moral and spiritual development of youth, and the schools are kept well equipped to further the mental growth. Civic organizations such as P. E. O., the Lions Club, the Music Club and the parent-teacher association offer awards each year to students who have shown their ability by attaining a high scholastic record in particular departments. At this parent-teacher meeting, representatives of these organizations told why their respective groups were interested in the scholarship of the students.

The real value of this project was that it carried over not only to the meeting but also served to make the students conscious of their community and its value to them. It helped to bring the students into a closer relationship with local character-building agencies, thereby advancing the welfare of youth.

## Contest Announcement

Another American high school student will be going to Europe next summer as the result of winning first prize in the Eleventh National League of Nations Association Examination for High Schools. Sponsored by the League of Nations Association in New York and Chicago, the examination is planned for the early spring of 1937. Questions are to be based on material contained in the newly revised "Brief History of the League of Nations." High school students throughout the country are invited to prepare for and participate in the contest. As each high school registers officially with the New York office of the League of Nations Association, a copy of the "Brief History" will be sent without charge.

Both national and state prizes will again be awarded. Last year's first prize gave the winner, Louise Morley of New York, the opportunity to visit London, Paris and Geneva during the summer. Second prize amounted to \$25.00 and five additional prizes of \$5.00 were awarded to the student winners.

### National

First prize: Louise Morley, Hunter College High School, New York.

Second prize: Audrey Smith, Frankfort High School, Frankfort, Kan.

Five additional prizes: Priscilla Grindle, Lexington, Mass.; Harmony Harper, Eureka, Cal.; Joseph Moukawsher, New London, Conn.; Curtis Thompson, Portland, Ore.; Marion Wetzel, Ashton, Ill.

Winners of state prizes in three middle western states last year were each presented with a book dealing with international relations and the League of Nations. Approximately 1,248 high schools in the United States registered for the contest, 214 in the Middle West.

### Mid-west States

#### Illinois

First prize: Walter Jung, Farmersville.

Second prize: Margery Morris, Pontiac.

Third prize: George Williams, Watseka.

#### Missouri

First prize: Dan Hayes, Webb City.

Second prize: Mary Frances Rand, Liberty.

Third prize: Martha Jane Gillian, Slater.

#### Wisconsin

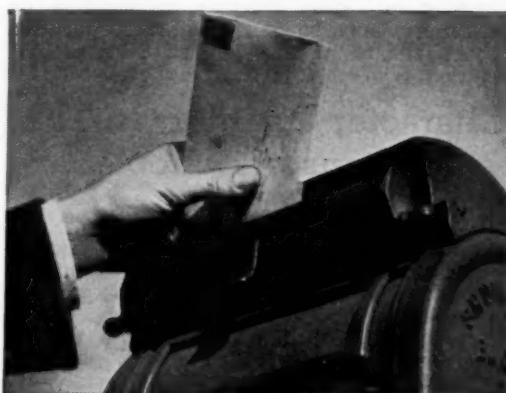
First prize: John Hein, Wauwatosa.

Second prize: Ruth Whiffen, Sheboygan.

Third prize: Elizabeth Ruhr, Sheboygan.

State prizes will be awarded in nine middle western states for the 1937 examination: Illinois, Missouri, Wisconsin, Iowa, Nebraska, North and South Dakota, Kansas, and Minnesota.

The purpose of the examination is to widen the perspective of the high school student in regard to international affairs and the role played by the League of Nations since its



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## Character Training In The Ferguson Schools

V. C. McCluer

Pupils of the Vogt High School of Ferguson have been divided into groups according to their denominational choice. Those expressing no preference are in separate groups. These groups meet once a week during a regular class period with some person designated by the leader of the denomination, usually the minister. Leaders of the non-denominational group are not teachers but are trained leaders of young people in the community selected by the school administration.

The denominational groups are Catholic, Methodist, Presbyterian, Evangelical, Lutheran, Episcopal and Christian Science. All churches that have an organization within the district are represented.

No administrative control or curriculum requirements govern the individual groups. The people in charge arrange their own course of study and suggestions are given from the office only on request. The cooperation of the churches has been genuine and unanimous. The regularity of the ministers and instructors has been remarkable.

Rules governing the plan are few: (1) Pupils must either choose the denominational group as to their preference as stated on their registration card. (2) The ones stating no preference or whose preference is not represented were automatically enrolled in the non-denominational group. (3) Any transfers or deviation from the original assignment are made thru the administrative officers.

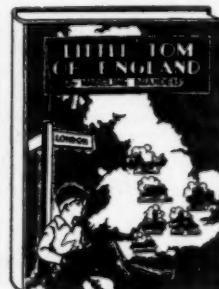
The plan has been received enthusiastically

by the community and comments have been favorable. From time to time the details of the administration and probably instruction will be altered to gain better the ends desired toward character or religious training. At present no recognition is given to the student for achievement. A grade without credit probably would give the courses more of a school atmosphere which may or may not be desirable.

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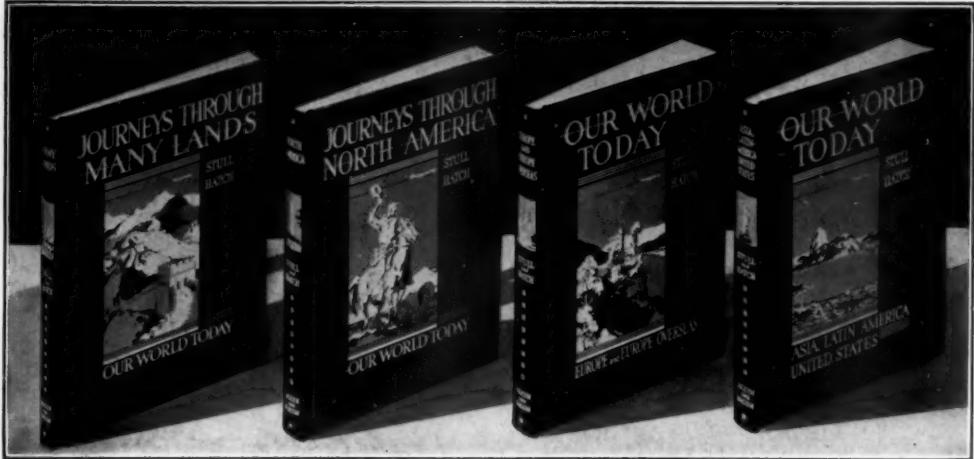
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